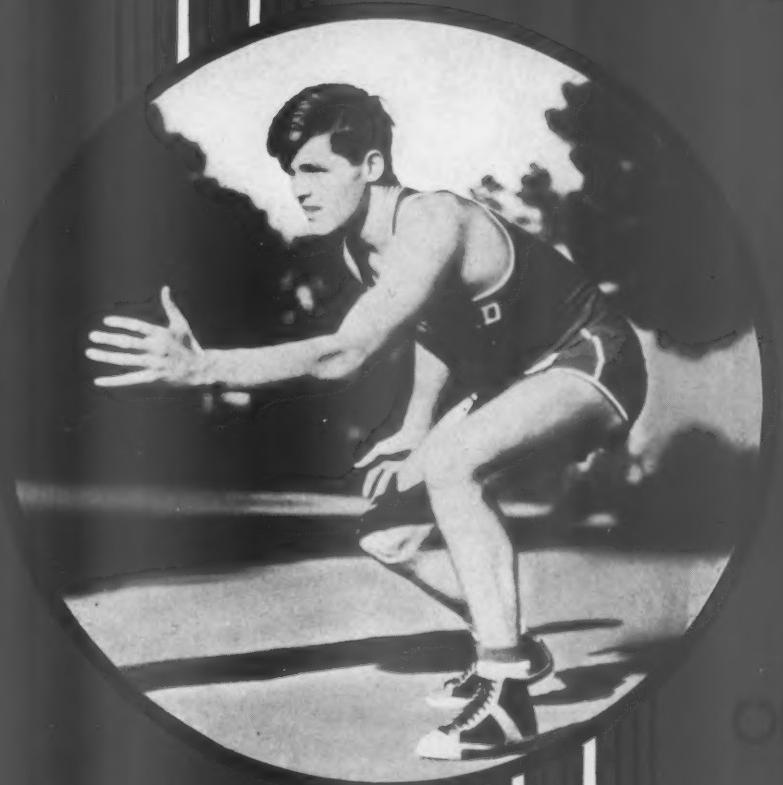


ATHLETIC JOURNAL

Vol. XVII, No. 4

December 1960



Offsetting the Restriction

the Three-Second Rule

Ward L. Lamber

Basketball Fundamentals
Footwork, Balance and Passing

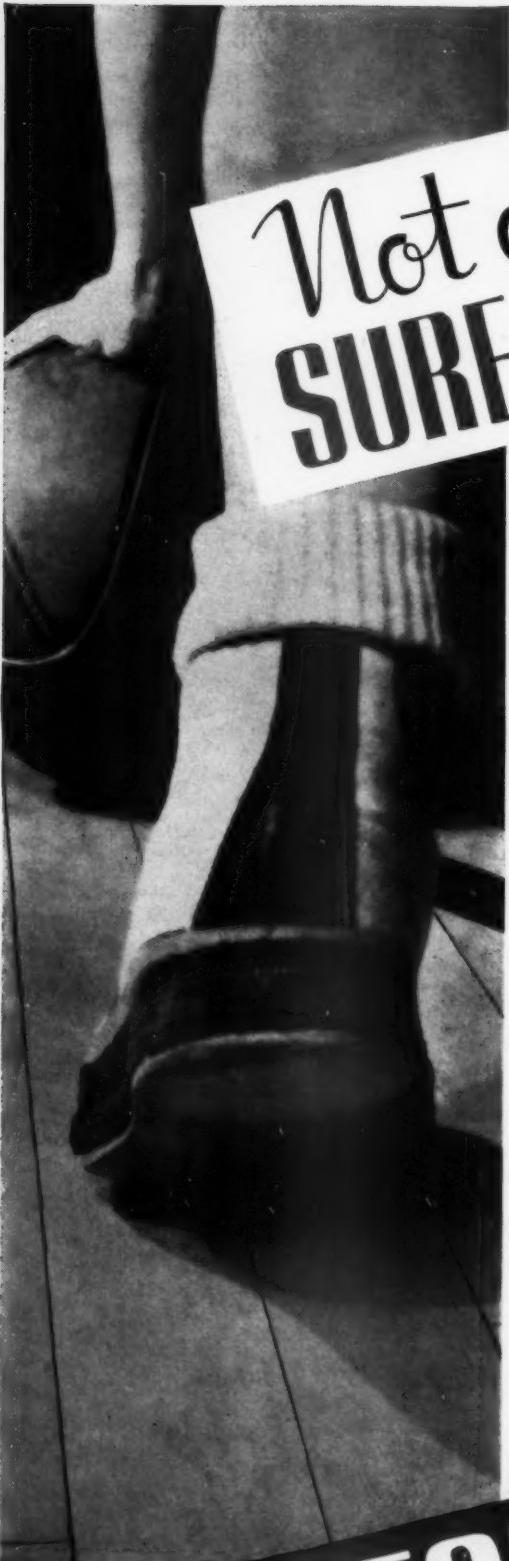
J. M. Berry

Pictorial Display of
Fundamental Wrestling Holds

Richard K. Cole

Practice Drills for Ice Hockey

Westcott E. S. Maultsby



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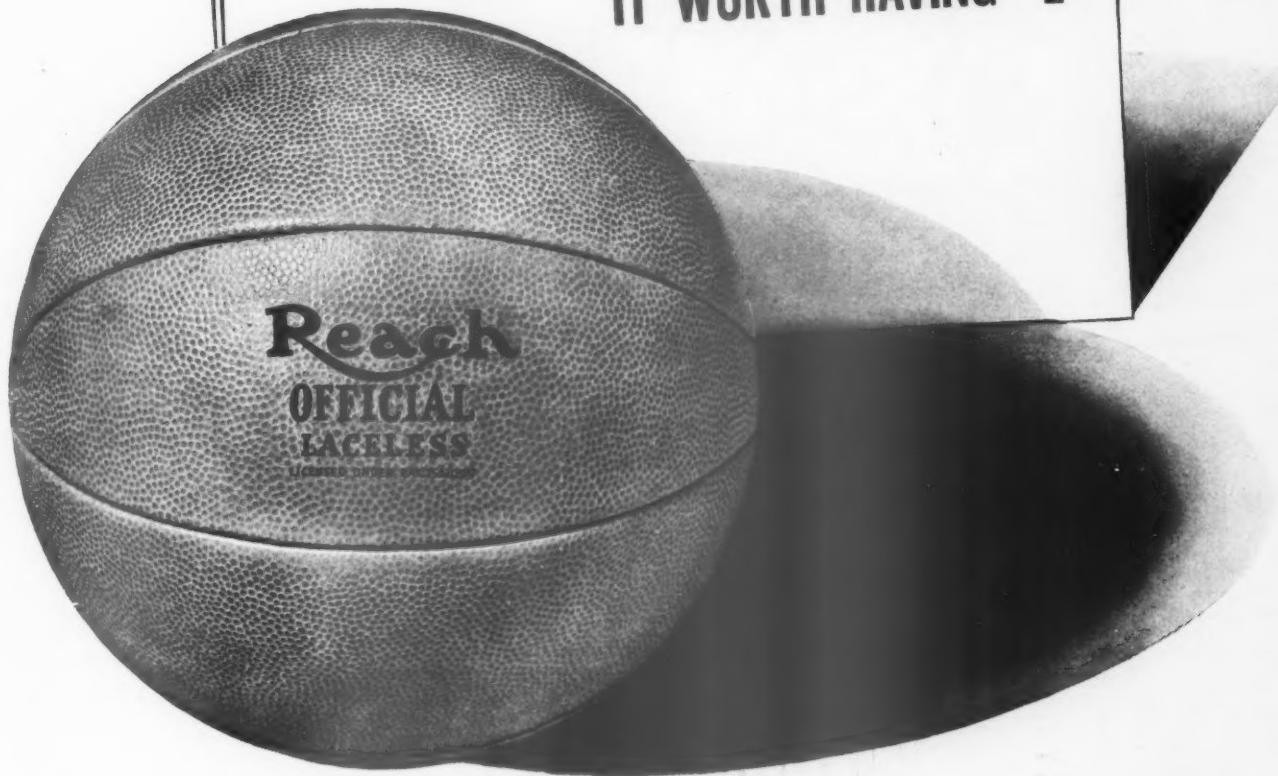
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BASKETBALL



EQUIPMENT

The ATHLETIC JOURNAL

CONTENTS for December, 1936

PAGE

5	The Recent Progress of Skiing in Schools and Colleges.....	Arthur E. Larkin
7	The Basketball Rules for 1936-37.....	Oswald Tower
8	Early Practice Work with the Basketball Squad.....	James D. Kelly
10	Basketball Fundamentals—Footwork, Balance and Passing.....	J. M. Barry
12	Offsetting the Restrictions of the Three-Second Rule.....	Ward L. Lambert
15	The Five-Man Interchanging System of Offense.....	W. H. Browne
16	Fundamental Drills and Their Value.....	Everett N. Case
18	Editorials	
20	Practice Drills for Ice Hockey.....	Westcott E. S. Moulton
24	Pictorial Display of Fundamental Wrestling Holds.....	Richard K. Cole
31	Wake Up, Coach!.....	Ralph E. Hensley
32	American Football in Japan	

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Merry Christmas! Happy New Year!



WITH THE CLOSE of the football season, the school and college coaches throughout the country are taking stock, estimating the value of their ideas and methods, thinking over their mistakes and jotting down the results of their experiences for another year. In contemplating the events of the season that has passed and in looking ahead to Christmas time and the New Year, it is well for all of us to think of the human values of football. Was the season enriched by chivalric and gentlemanly conduct on the part of coaches and players? Did the losers take their defeats without rancor, and did the winners win graciously? Was the school or college life enriched by the example of the team and squad? Are the boys who played on the teams imbued today with a better philosophy of life than they were before the season started? Are they better equipped to go out into the world and play their part like men?

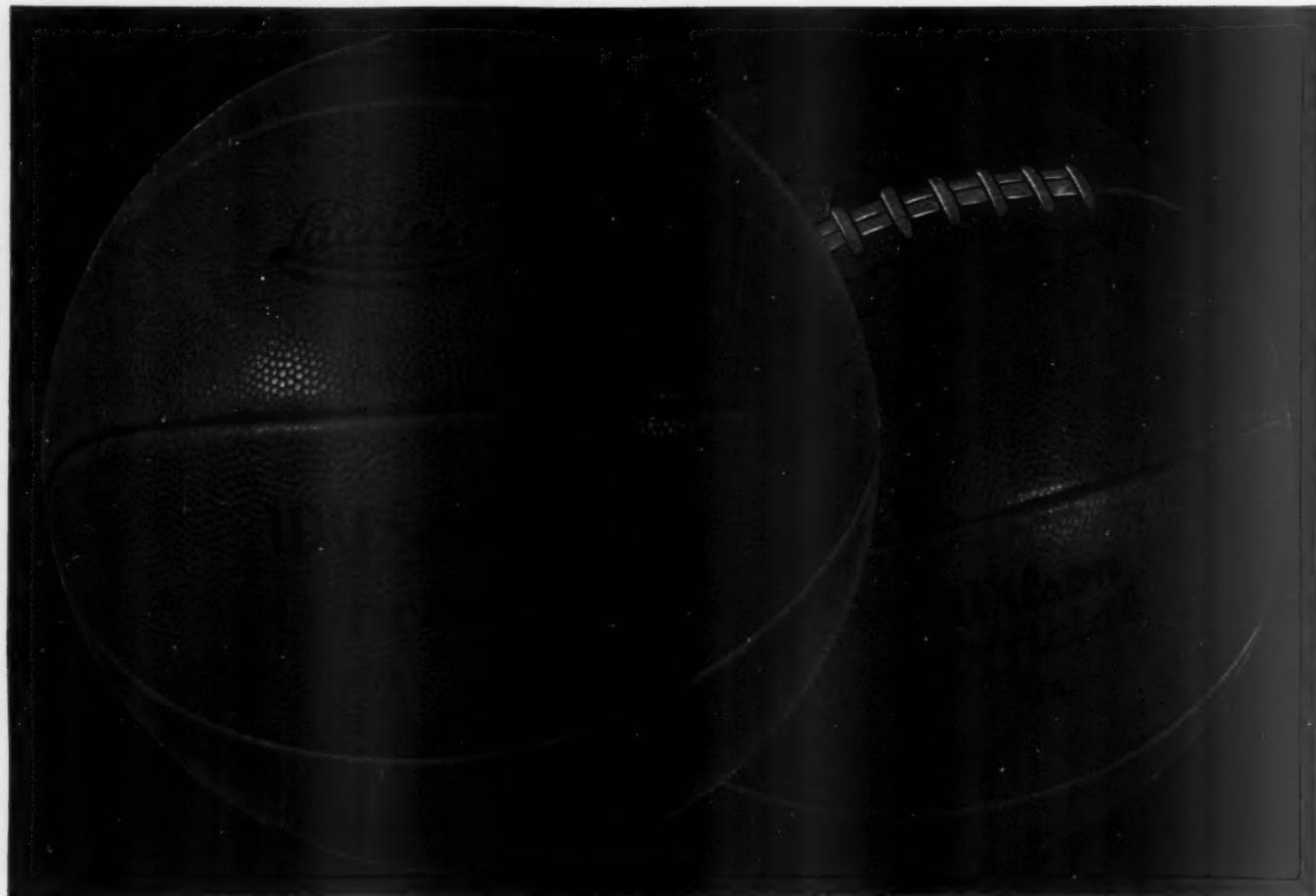
THAT CERTAIN spiritual values may be found in amateur sport is well understood by all who can appreciate the spiritual values. Some of these values that have been told and retold are self-reliance, initiative, emotional control, the winning spirit, unselfishness, respect for opponents and the will to persevere. Competition of the right sort brings out these values. Unrefined competition brings out the baser qualities of human nature.

THE COACH is usually the one who determines the character of the competition in which the boys engage. There was a time when murder and robbery were considered as a part of competition. A football team may score the greater number of points by the use of methods that are not conducive to the development of the finer qualities of life. However, the team that ends the game behind in the score because the men played as gentlemen plays, after all, the winner. Two friends may box for exercise. If, however, a stranger were to box with one of these men in question and if his sole idea of boxing was that of trying to knock his opponent out, then this opponent would be forced to adopt similar tactics or confine his boxing to friends who had the same idea of competition as he had. Certain schools may play with a fine regard for the niceties of competition, while others may be taught that nothing matters but success. The competition on the fields this last fall has, generally speaking, been of a high order, and the coaches who were in large part responsible may look back upon their season of football with satisfaction, whether they won or lost.

THE ATHLETIC JOURNAL wishes all of the coaches a Merry Christmas and a Happy New Year. May they continue in their work of developing virile, sportsmanlike and self-reliant Americans.

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Some of the skiers from a "snow train" on a practice slope in the Beartown State Forest, South Lee, Mass.

The Recent Progress of Skiing in Schools and Colleges

By Arthur E. Larkin
Pittsfield, Massachusetts, Y. M. C. A.

THE popular development of recreational and competitive skiing in Europe preceded that in the United States by at least two decades. By the time a few American winter sports followers had succumbed to the spell of downhill rides on hickory slabs, Europeans had already devised a rather acceptable ski technique, produced satisfactory equipment at reasonable cost and advertised many first class competitions at equally first class skiing centers. It required little time for them to realize that skiing was one of the most invigorating and enjoyable winter activities available to both sexes, regardless of age.

Rapid progress was made. About seven years ago there were rumblings among organized Swiss skiing groups that skiing popularity must soon reach a saturation point, if it had not done so already. However, outstanding developments have been made in Switzerland since that time.

Swiss Skiing Developments

A brief summary of these developments follows:

1. A close co-ordination of all public and private agencies and institutions in

ONE of the most enthusiastic promoters of skiing in New England is Arthur E. Larkin, Physical Director of the Young Men's Christian Association of Pittsfield, Massachusetts. This article was prompted by the many requests received by Mr. Larkin from colleges and secondary schools for information on ski conditioning and instruction classes. Skiing is making tremendous strides in popularity among students in the educational institutions of this country, and the need for trained instructors is urgent, Mr. Larkin believes. He is thoroughly convinced that skiing should have an important place in the physical education programs of educational institutions located in the snow belt. "Public schools," he writes, "could well replace the existing winter schedules of more or less formal indoor physical activity with the more interesting, enjoyable and healthful outdoor activity of skiing. Once learned during youth, skiing may be enjoyed throughout life—a distinction that few other winter and summer activities achieve." Another article on skiing by Mr. Larkin appeared in the December, 1935, issue of this publication.

the progressive development of skiing facilities, instruction, competition, transportation, and hotel and resort accommodations for the Swiss people, as well as for those coming into Switzerland for skiing.

2. The establishment of official ski schools in fifty-four regional ski centers. (Several times as many "unrecognized" ski schools have been established by clubs, merchants, resorts, and other public and private institutions.)

3. State training and licensing of professional instructors in the Swiss ski schools. (The license is secured by completion of training and by passing tests of teaching and skiing ability.)

4. Standardization of methods and curriculum in all recognized ski schools.

5. Standardization of ski school tuition to range from twenty-five cents to seventy-five cents for each half-day lesson.

6. The replacement of gymnastics and other activities with actual skiing in the physical education programs of a large number of public and private educational institutions.

7. The earning of a greatly increased prestige for Swiss ski competitors.

8. The recognition of skiing as the national sport of Switzerland.

The Need for Instruction

What has occurred in Switzerland is also true of several other European countries. The development in every one of these has emphasized the provision for and improvement of skiing instruction. United States skiing history is following far in the wake of that in Europe and, consequently, we can easily foresee that our essential problem concerns instruction and instructors.

Institutional physical education in America has the unique distinction of having its program directed, for the most part, by well-trained men and women with broad professional education backgrounds. Skiing should also have this advantage by being included in institutional physical education programs and by being made a part of the professional preparation of instructors or teachers located in the snow belt. Public schools could well replace the existing winter schedules of more or less formal indoor physical activity with the more interesting, enjoyable and healthful outdoor activity of skiing. Once learned during youth, skiing may be enjoyed throughout life—a distinction that few other winter and summer activities achieve.

A handful of capable skiers, the sport's own intrinsic appeal and the well-intentioned efforts of enthusiastic, although frequently incompetent, lay instructors, have been responsible for the rapid advancement of skiing in the United States. Superficiality has been the inevitable result. This is manifest in the numerous ski accidents resulting from improper appreciation of the rigors of winter and the essentials of controlled skiing, as well as ignorance of the body of specific knowledge that is concerned with the etiquette, control and direction of large group interests such as skiing. The required

knowledge and skill cannot be secured by attendance at a few theoretical "dry-course" sessions, or by occasional practice hill contact with expert racers. This dire lack of proper ski instruction is also evidenced by the popular sale of small, cheap instruction booklets, published only for profit, flaunting the "easy-to-learn" idea which appeals to naïve Americans who wish merely to keep up with current movements.

Who Is Skiing?

The five divisions of the National Ski Association all report an increase in club affiliation. The Eastern Amateur Ski Association tops the list with eighty-four clubs and more than 2,000 individual members on its records.

Second only to the club development is that of the colleges and universities. Last year the Intercollegiate Ski Union was formed among Eastern schools of collegiate rank, while this year a Pacific Coast Intercollegiate Ski Union is being formed. Women's colleges have in many instances found skiing their most popular outdoor activity.

Interscholastic skiing continues to make tremendous gains, although the public secondary schools are very seriously handicapped by the lack of men who can teach skiing. C.C.C. camps, winter camps, boys' clubs, Y.M.C.A.'s and Y.W.C.A.'s and many other organizations having professionally trained physical directors have already entered the skiing movement. For more than a year the Boy Scout organization has been working on a ski merit badge. In addition to all of these organizations are the hundreds of thousands of individual skiers who are not in school and who have no club or institutional affiliation.

The Future of Skiing

With the exception of a few colleges and an occasional secondary school, no suit-



Massachusetts State Downhill Championship, Mount Greylock, February 23, 1936.

able instruction is available to the innumerable skiers included in the foregoing groups. This winter, in the East, two ski schools for instructors will operate limited one-week courses and, so far as can be discovered, only one professional school of physical education in this country will give its students an opportunity to prepare for the teaching and promotion of skiing.

A number of good books on skiing have been written which should prove helpful to anyone promoting the sport. In addition, at least two motion picture films are available at reasonable cost. The Amherst High School Outing Club has prepared a film on skiing, one hundred feet of which is colored. The Mount Greylock Ski Club also has a film, which shows several famous skiers in action on Thunderbolt Run.

The phenomenal progress of skiing as a sport and as a form of popular recreation is almost without precedent in the United States. Although European achievements may well serve as our goals, the methods by which these are to be attained will differ. Skiing offers not only an opportunity for, but a definite obligation of, the many snow belt colleges, universities and normal schools preparing teachers of physical and health education.

Ten years hence there will probably be at least two million new skiers in the United States. Ski instruction classes and ski conditioning classes, as well as actual skiing events, will in all probability be an important part of the physical education activity in secondary schools which are located in the snow belt.



Scene in the Shelter of the Bousquet Ski Grounds, Pittsfield, Massachusetts.

The Basketball Rules for 1936-37

By Oswald Tower
Editor, The Basketball Guide

A BASKETBALL coach asks the Editor of *The Basketball Guide* if it is not about time to call a halt on changing the rules—give the coaches, players and public a chance to learn the rules with some certainty that it will not be necessary to learn them over again next year; let coaches concentrate on teaching the game for a while. He goes on to suggest a dozen changes in the rules which are really essential, in his estimation. Then, realizing that his attitude is somewhat illogical, he proposes that the ban on revisions be put into effect after his changes have been adopted.

Such thoughts are not uncommon among coaches, and the program might be carried out if Mr. Coach could convince fifty thousand other coaches that his dozen changes—or two or three of them—were good, and that with their adoption the game would be so perfected, in perpetuum, that the Rules Committee could disband. That blissful state of development has not been reached yet, however, and probably for several years more it will be necessary to report annual changes of more or less significance, but the revisions this year need not bother the coach nor the public.

The rules for the current season call for a circle of six-foot outer radius concentric with the old center circle, to be used as a restraining circle when the ball is tossed at center. All players except the jumpers must remain outside this circle until the ball is tapped. Infraction of this rule is a violation involving loss of ball to opponents out of bounds, but repeated infraction may be penalized as delay of the game.

There has been some criticism because a larger circle was not specified, but coaches who have experimented with the six-foot circle testified to the Rules Committee that this size had proved satisfactory.

Sections 12 and 13 of Rule 6, dealing with the duties of scorers and timekeepers, have been rewritten for the purpose of standardizing methods. The procedure outlined is already in use among all well-established teams, and the sections as now written will make it easier for newcomers to the game to learn to score and keep time correctly.

A new interpretation is brought out in the last question and answer following Section 2 of Rule 7. If a player, in attempting to throw the ball in play from out of bounds, throws it against the back of the backboard, the ball then dropping upon the court, the ball is not in play and should be awarded to an opponent out of bounds at the same point.

A change of some importance to high

FOR a number of years, Oswald Tower has edited *The Basketball Guide* for the National Basketball Committee of the United States and Canada. He has been designated by the Committee as official interpreter of the rules. Correspondence relative to these rules should be addressed to him at Andover, Massachusetts. An addressed, stamped envelope should be enclosed for reply.

school teams occurs in Rule 8, Section 9. If a foul occurs at the end of the first or third quarter, or during the intermission following these quarters, the free throw is to be attempted at the beginning of the next quarter. In case the foul is a personal, the ball is in play if the free throw is missed and is awarded out of bounds to an opponent if the free throw is successful. As formerly, each half and overtime period must begin with a jump ball at center.

Rule 11, Section 2, has been changed by the substitution of "four" for "three," thus permitting each team to have four charged time-outs during the game. Perhaps this is too generous an allowance in view of the fact that in case of injury the time-out is not charged if the injured player leaves the game within one minute. It is certainly too generous if each team in a given game takes four time-outs merely for the purpose, or in the hope, of stopping a scoring surge by the opponents. If the latter situation should occur frequently, serious damage to the game from the spectators' point of view might ensue, and it is probable that the players themselves would find the game less enjoyable.



Oswald Tower

The change has been made, however, with the physical welfare of the players in mind, and this should be our primary consideration.

After Section 9 of Rule 15 a note has been inserted as follows: "If, in blocking a shot or pass, or in securing the ball from an opponent, a player strikes the ball and at the same time touches the opponent's hand with that part of the hand below the wrist joint, no other contact taking place, the contact shall not be considered a foul but merely incidental to a successful attempt to play the ball." The purpose of this is not to encourage roughness nor to legalize hacking; it is recognition of the fact that fouls are sometimes called "on suspicion," in some cases when there is no contact whatever and in other cases when the contact is so slight that it has no effect on the play.

The restrictions with respect to communication by substitutes have been removed. As soon as a substitute enters the court he may give voice to his thoughts, if any, and it is no longer necessary for his team mates to exhort him to "shut up" lest a suspicious official pin a technical foul on him. This change removes one bit of artificiality from the game—a frequent cause of distrust and ill-feeling.

There are other phases of the rules which could be improved with the same purpose in view. This writer often wonders whether our rules committees do not need to examine their own philosophy to ascertain whether their approach is that of the teacher or of the officer of the law. Is our code a guide for the use of honorable people who wish to enjoy a game which is to be played according to a certain description and under certain limitations recognized as necessary? Or is it a code of criminal law designed for people of shady character who will assume the right to do anything not expressly forbidden? There are parts of our basketball rules which might justify an affirmative answer to the second question, and the football rules are open to even stronger criticism on this score. This is too big a subject for discussion here, however.

Numerous changes in wording have been made here and there in the 1936-37 basketball rules which need not be described in this summary. It should be noted that this résumé refers to the rules issued by the National Basketball Committee of the United States and Canada, primarily for the schools and colleges. The Y. M. C. A.-A. U. group is publishing a separate guide this year, and a set of rules which is slightly different from that of the school and college Committee.

Early Practice Work With the Basketball Squad

By James D. Kelly
De Paul University

AT THIS time, the opening of the basketball practice season, my advice to all young coaches of the game is that they refrain from any team offense until their players are well grounded in fundamentals. A team that has a good knowledge of fundamentals can play a fair game of basketball without any plan of offense, while the best planned offense will bog down if the players cannot handle the ball.

The first thing any boy does when he gets his hands on a basketball is to shoot at the basket, and, as all games are decided by a point total, basket or goal shooting is a very important factor. However, a fine shooting team would not experience much success if the players did not have proficient ball handling, footwork and defense to go with it. Consequently, I shall discuss here the fundamentals of the game other than shooting.

The first thing to teach a boy is to be relaxed and maintain a sense of balance, or control of his body, at all times. This is more of a problem than most people think. You will probably find that you have to make a special issue of relaxing. The best way to get results is to spend a certain amount of time with each boy, insisting that he relax his whole body, "flop" his shoulders, and pass and catch a ball with a team mate a few feet away. In a short while, he will realize what you are trying to teach him, and, if he is a natural athlete, you will have no more trouble with this phase of instruction.

Catching and Passing Drills

Your next step is to teach the catching and passing of the ball. All boys will at first reach out or grab for anything that is tossed at them and in so doing fight the ball. This tendency may be overcome

UNDER the coaching of James D. Kelly, the De Paul University basketball squad has made an enviable record during the past three years. The squad went through the entire 1933-34 schedule without losing a game, and the following season lost but a single contest, although playing some of the strongest teams in the Middle West. The 1935-36 record was twenty-one victories and four defeats. In the Olympic tryout schedule during the spring of 1936, the team won both its district and regional tournaments and represented its section of the country in the final Olympic basketball tournament in New York. The illustrations that accompany this article, which is intended primarily for the young coach, are of De Paul regulars of the 1936-37 squad.

by insisting that they keep their hands down until they have just time to meet the ball; at the instant of contact the hands must give enough to take up the shock of the ball.

A considerable amount of the early season practice time should be spent in drills on passing, with the squad divided into small groups. You will find the early season practice period a good time to teach the different kinds of passes, starting with the two-handed chest pass, which is made by leaning forward and shoving or pushing the ball straight out, releasing it with a snap of the hands and wrists. This pass should reach the receiver between the waist and chest. The two-handed bounce pass is made in the same manner except that the ball is aimed at a spot on the floor close to the receiver.

There are several variations of the two-handed pass, such as the underhand pass and the overhead loop pass. The latter is used to lead a player down the floor and

to get the ball over an opponent's head. Then there is also the pass to either side, which is made with less wrist snap and more follow-through of the forearms than the other two-handed passes. Most of these passes are similar and should be taught at the same time. After the players start handling the ball well with two hands, all types of one-handed passes should be mastered so that all players can use either hand proficiently.

One of the best ways to develop a good ball handling squad is to have your players take their shooting practice in teams with all five players of a team using one ball; as soon as a basket is made, the ball is passed out and handled by each player before another shot is taken. With this kind of drill the players soon speed up their passing and cutting. Our De Paul University players spend at least twenty minutes each practice night on this drill. The game of basketball is a passing game and you cannot put too much stress on your boys becoming finished ball handlers if you expect your offense to "click."

Defensive Drills

After your team becomes able to do a reasonably good job of ball handling, it is time to start in with instruction on the fundamentals of individual defense. The first fundamental drill is on footwork. We usually take two boys out on the floor and give one of them the ball. The boy with the ball fakes passes to both sides and attempts to dribble. The guard shifts his feet to keep his body between the ball and his basket. Most boys will do a little better with one foot ahead of the other and with the knees slightly bent than with any other stance.

The handwork goes right along with



Illustration 1—Fred Knez, the player on the left, having received the ball, is prepared to start a bounce pass to a team mate or to dribble. Note the relaxation in the hands and arms of Bob Neu, the player on the right, who has just passed the ball.

Illustration 2—Defensive footwork by Will Wendt, the man on the left, is shown in this illustration. He is shifting to his right to stop Knez from dribbling by.

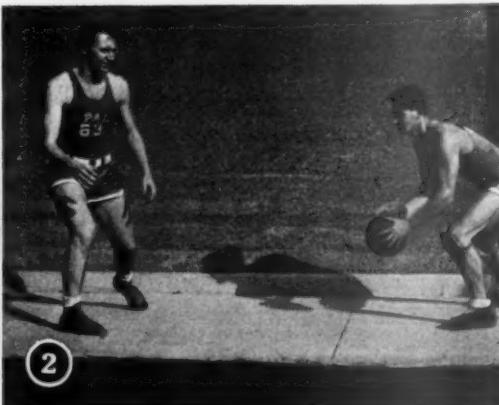




Illustration 3—Defensive footwork and handwork by Neu, the man on the left, is shown in this illustration. Nick Yost is the player with the ball.



Illustration 4—Ed Campion, the man on the right, has just faked to his left. Wendt has shifted to his right to stop an attempted dribble or bounce pass. The handwork of the defensive player, as important as the footwork, is particularly good in this illustration. The footwork is also good. Wendt's knees are bent, and he is prepared to go either to his right or left.

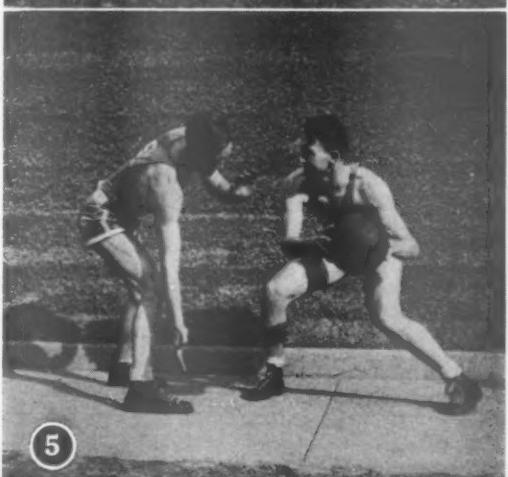


Illustration 5—In this illustration, Wendt has the ball and Campion is on defense. Campion's right hand is down to stop a bounce pass.



Illustration 6—Campion, again the defensive man, is in position to stop any maneuver of Knez, the man with the ball.

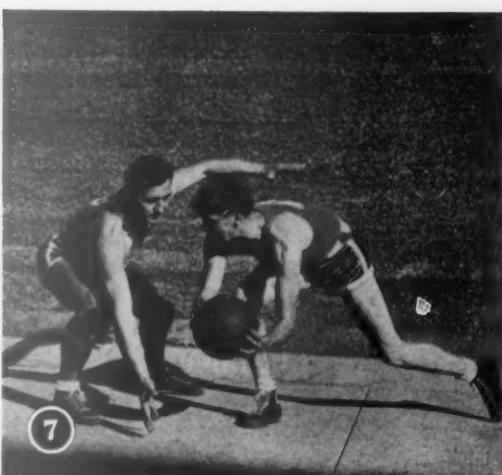


Illustration 7—A good example of defensive footwork and handwork by Knez, the man on the left, is shown here. Neu is the man with the ball.



Illustration 8—This illustration shows players protecting the ball while passing in a weave. Wendt is the player on the left, who has just passed to Campion, the man in the center. The man on the right is Yost.



Illustration 9—This is another example of the protection given the ball. Neu is the defensive man, on the left. Tom Cleland, the man in the center, has kept his body between his guard and the ball until he can pass out to Wendt, the man on the right.

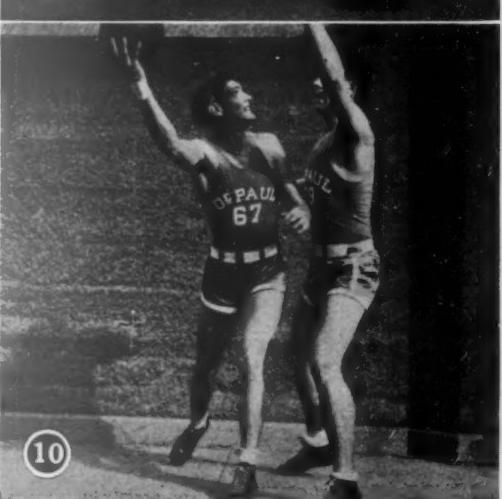


Illustration 10—Defense against a pivot shot is demonstrated in this illustration by Yost, the man on the right. Cleland is the man with the ball. Yost has shifted with the offensive player to stop the shot.

the footwork, and even a big, slow boy can become a very good defensive man if he learns to use his hands well.

One of the most important things to instill into a boy early is that he must not be faked off his feet by an opponent bluffing a shot and then cutting by him to the basket. After the boys have been drilled on handwork and footwork long enough to co-ordinate the two, you may then start two offensive men breaking in on one guard. The latter should shift from one to another offensive man, trying to block short shots and recover the ball. When you have worked with the two-on-one drill, shift to three offensive players against two defensive players, with the three men breaking in fast, trying to get

a short shot by passing around the guards before another defensive player can get down the floor. The two guards should try to protect the space around the basket and force a long shot, giving them the best chance for the rebound.

Selecting the Team Defense

The next step is picking the team defense you are going to use: a zone, a man-to-man or a shifting man-to-man. At De Paul University, we use the shifting man-to-man, and get most of the benefits from it we could expect from a zone, without many of the weak spots that exist in a zone. A good team defense must be able to stop screen plays, and that is impossible with a straight man-for-man defense.

While a zone defense will stop screen plays, a clever passing team can go through it without much trouble. We teach our players to shift men every time a screen is attempted and to play the man they pick up until they switch opponents again with one of their team mates. This defense requires much drill, and we get that by playing five men against five at one end of the floor. One team tries to keep the ball. Whenever the defensive players are able to obtain the ball, or a basket is made, it is tossed out to the guards, and they start working it in again. With some time spent on this drill each night, your players soon pick up the idea of switching, particularly

(Continued on page 33)

Basketball Fundamentals— Footwork, Balance and Passing

By J. M. Barry
University of Southern California

VERY few basketball coaches realize the importance of body balance, speed of footwork and finesse in ball handling. In the earlier years of my basketball coaching I spent a great deal of the practice period in devising formations that would improve our shooting, general offensive floor play and team defense. Now, at the opening of our early fundamental practice, our boys are handed a

skipping rope the first day they report and are given instruction in the art of rope skipping. They start out with the plain skip and before the season is over many of them can do all of the tricks with a skipping rope that a professional boxer can do. We work from five to ten minutes on this very important fundamental every night. It has greatly improved the footwork of our players.

Shadow boxing is another important part of our fundamental practice. However, in this we do not use exactly the same stance a boxer uses because it would not coincide with our offensive and defensive stances. We teach each forward and center an offensive stance with the right or left foot forward, the feet spread and the body in a crouched position as if to start a fake and dribble play. A guard is placed opposite an offensive player. He uses the correct defensive stance, the left foot forward and the weight on the rear foot, the left hand raised as if to protect against shots by the shooter. The offensive player makes a movement toward the goal. It is met with a maneuver by the defensive player. The offensive thrust is usually four to five strides.

This practice continues for five or ten minutes, with the offensive player trying all the tricks he knows, such as quick starting, quick stopping, change of pace and change of direction. Of course, the

AFTER several successful years at the State University of Iowa, J. M. "Sam" Barry joined the coaching staff of the University of Southern California, where he is now Head Basketball and Baseball Coach and Assistant Football Coach. Southern California teams under Barry's direction have been outstanding in Pacific Coast competition. Both the basketball and baseball teams won conference championships in 1935. This article on basketball fundamentals should prove especially helpful to readers at this time of year.



Shadow boxing positions for basketball drill in fundamentals of footwork.

defensive player tries to keep proper body position on all the offensive moves. In this "shadow boxing" practice, the coach may go from one group to another, making corrections on individuals as to balance and finesse. I find the shadow boxing and rope skipping practice for the first month or six weeks will improve the footwork and body balance of a young player and also teach him speed with feet and hands, which is essential for basketball players.

We all know that passing is the foundation of team confidence, and with the improvement of the game from year to year we can no longer "telegraph" our passing attack. Basketball is a great deal like box-



Rope skipping drill.

The player must keep his fingers spread and his hands in a cupped position, fingers pointing downward. The hands must recede with the catching of the ball so as to avoid "fighting the ball" with the body in a crouched position preparatory to making a pass.

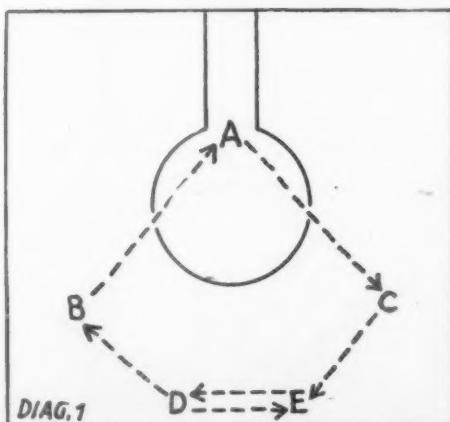
The actual passing of the ball needs a separate and distinct formation, as noted



Start of crossover in rope skipping drill.

ing. A great fighter tries to fake an opponent out of position and then strike when the opponent is off balance. The same is true in basketball and, therefore, we spend a great deal of time on ball handling and passing methods.

In early fundamental practice we try to have as many basketballs on the floor as the budget will allow, and each boy is given definite instruction in the art of receiving and passing the ball. The first and most important fundamental in receiving the ball is for the player to keep his eyes on the ball until it is actually in his hands.



In the passing formation illustrated by Diagram 1, D and E are guards, B and C are forwards, while A is the center. D and E jockey back and forth with the ball, using the shove pass. D passes to B, B to A, A to C and C to E, using the shove pass, bounce pass and hook pass.

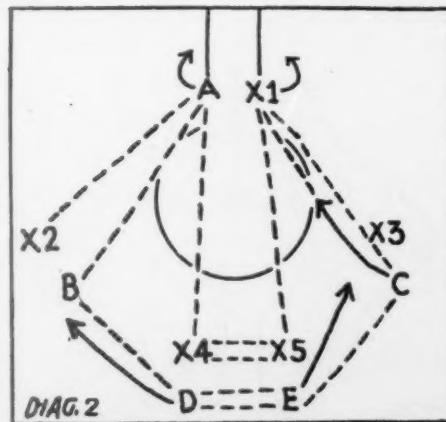
In the passing and shooting formation shown in Diagram 2, D and E and X4 and X5 are guards, B and C and X2 and X3 are forwards. A and X1 are pivot men. D and E jockey back and forth with the ball. X4 and X5 also pass the ball back and forth. D passes to B, and B either shoots or passes to A for a pivot shot. E passes to C, and C either shoots or



Completion of crossover in rope skipping drill.

passes to X1 for a pivot shot. X4 and X5 make direct passes to A. A may take pivot shots or return the ball to X4 or X5 for drive-in shots.

I believe that shooting baskets in the present game of basketball is made easy through the fundamental practice explained in this article. The player is taught body balance, footwork and co-ordination, and these three important fundamentals make shooting comparatively easy, if the player will combine with these relaxation.



Offsetting the Restrictions of the Three-Second Rule

By Ward L. Lambert
Purdue University

RECENTLY I have received letters from coaches asking "What types of offense should be used to offset the restrictions imposed by the three-second rule?" and "What are the possibilities of the double pivot style of play?"

These questions have evidently arisen because the coach who has used the pivot play as a set offense has found it difficult to employ with the three-second rule in force. The floor space for the operation of such a type of offense has been cut down by this rule. The guarding of the pivot man has been simplified.

In order to answer such questions, let us look at the various styles of offense which may be employed and at the same time consider some of the difficulties they may encounter. These difficulties are discovered when we analyze the defense that may be set up by a defensive team that is ahead or behind in the score. This statement is made with the realization that we may assume we are able to force the defense to play man-to-man whenever we take the lead. This assumption is only an assumption because we find that the defense may stall. When the ten-second rule went into effect, I wrote an article for

No basketball coach now actively engaged in teaching the game has a more successful long-time record than Ward L. "Piggy" Lambert of Purdue University. Graduating from Crawfordsville, Indiana, High School and then Wabash College, Lambert began his coaching career at Lebanon, Indiana, High School. Since 1916, except for the time he spent in military service during the World War, Lambert has been Head Basketball Coach at Purdue. During this period, Purdue basketball teams have won more games and more championships in Western Conference competition than any Big Ten rival. Lambert is the author of a book on basketball in which he explains more fully than is possible in an article of this length the system which has made Purdue basketball teams famous in all parts of this country.

this publication and pointed out that we should find stalling by both the defense and the offense under this rule. This contention has clearly been demonstrated in spite of the line across the middle of the floor.

A few types of offense which may be employed to offset the disadvantages imposed by the three-second rule are the following:

1. Fast-break
2. Set formation, non-screening
3. Set formation, screening
4. Side line screening
5. Pivot play
6. Double pivot play

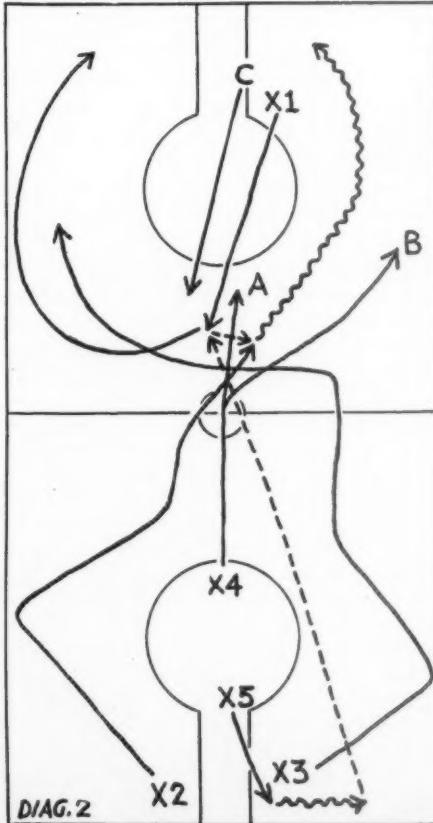
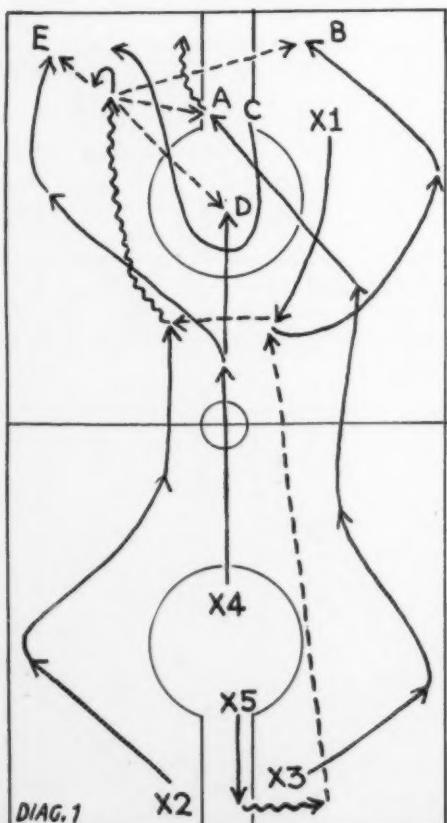
The first four possibilities will be discussed here. Possibilities of the double pivot play will be covered in a later article.

The fast-break has always been employed as part of our offense—even when there was a cycle of slow, deliberate basketball. In some years it has been more effective than in others because of the type of players we have had. It has paid us, however, to some extent. We have used a long pass fast-break and short pass crossing combination.

An example of the long pass fast-break is illustrated in Diagram 1. X1, the center, has broken out to a position outside the free throw line to receive a long pass from X5, who has taken the ball off the backboard. X2 and X3, also expecting a pass from X5, break toward the side lines. From the side lines, when they see that

X5 has control of the ball, they run straight down the floor because they know that traveling in a straight line is the quickest way to get into offensive territory. With X1 in possession of the ball, the offensive team may have a 2-on-1 or 3-on-2 situation. X1, after receiving the ball from X5, passes it to X2, who dribbles toward the basket. If X2 is forced to stop by C, X1's guard, X3 turns and crosses the court to receive a pass from X2 at A. X1, after the pass to X2, breaks to the outside of the court opposite X2 and may receive a pass from X2 at B. X4, a guard, goes in as the fourth man in the offense, taking one of the two courses indicated in the diagram, and may receive a pass from X2 at D or E.

Diagram 2 shows a long pass from X5 to X1 when C, X1's guard, has followed X1 out, trying to intercept the pass. X1, after receiving the pass from X5, is forced to pivot. X2 and X3, seeing this slight delay, cross in front of X1, allowing X1 to pass to either of them. The diagram illustrates a pass from X1 to X2, who dribbles toward the basket. If X2 is forced to stop, X3 is in position to cross the court and meet a pass. X1, having gone to the

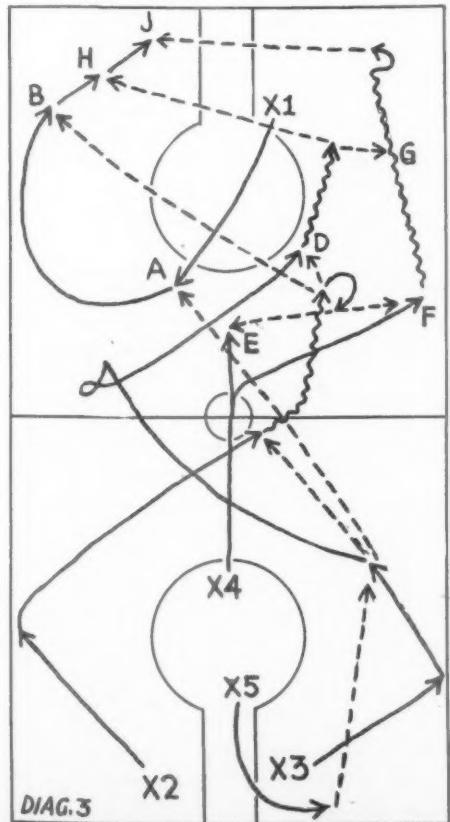


side of the court opposite that taken by X2, is in position to break back and receive a pass from X2. X4, a guard, breaking down the middle of the floor, may take one of the two courses shown in the diagram and receive a pass from X2 at either A or B.

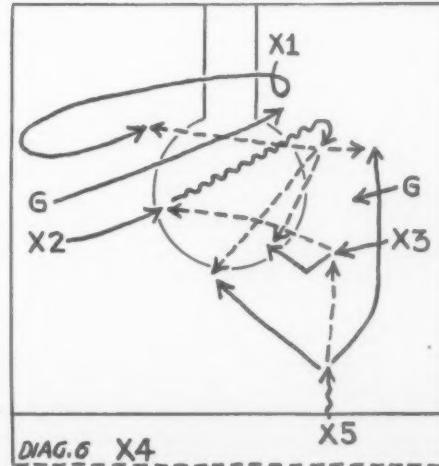
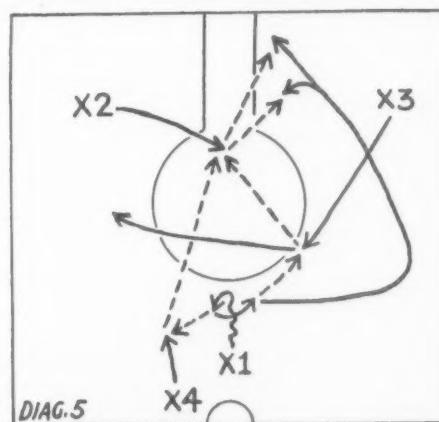
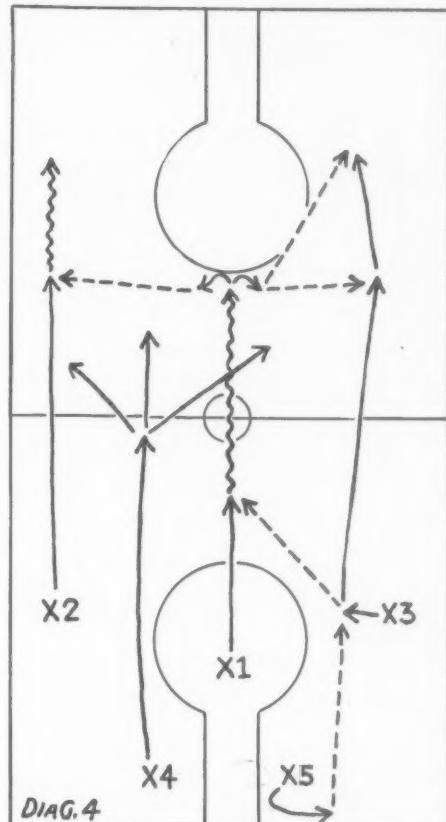
An example of the combination short pass and long pass fast-break is given in Diagram 3. X5 passes first to X3, who may pass directly to X1 at A, or X3, may pass to X2, who dribbles until he is forced to stop and who in turn may pass to X1 at B, to X3 at D or to X4 at E or F. X3, having received the ball from X2 at D, may dribble and pass to X4 at G or to X1 at H. X4, having received a pass from X2 at F or X3 at G, may drive in toward the basket and shoot, or he may, if stopped, pass to X1 at J.

Another popular style of fast-break is the three-man lane or parallel type. Possibilities of this style of play are illustrated in Diagrams 4 and 5. X1 should be an expert dribbler, ball handler and shot. X2 and X3 should be good side shots and drivers from the side of the floor for short shots.

In Diagram 4, X5 takes the ball on the rebound and passes to X3. X1, seeing that his team mates have control of the ball, breaks down the middle lane and receives a pass from X3. In this system, the ball is generally given to the player in the middle of the floor as soon as possible. If X1 had taken the ball from the backboard, he would have attempted to drive with a dribble down the center of the floor. With the ball in possession of X1, players X2 and X3 run rapidly parallel to X1. If



there is an opportunity of a 2-on-1 situation out ahead of the ball, X1 may pass ahead to X2 or X3. If at any time X1 meets resistance, he pivots and passes to X2 or X3 on the side of the floor. These men then carry on the attack. X1 may



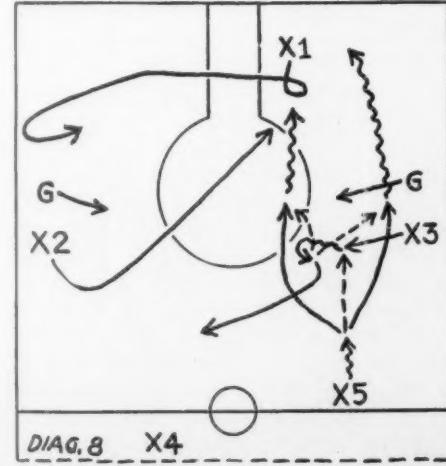
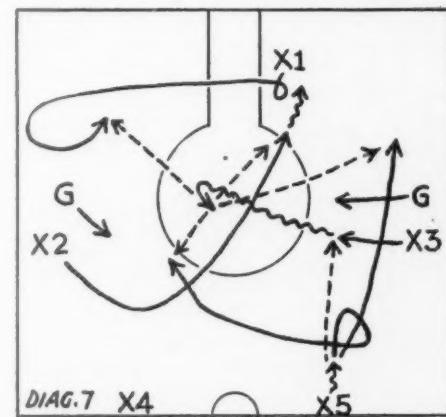
also pass to X4, going down the floor as a trailer. Diagram 4 shows that X1 meets resistance just before he reaches the free throw circle, when he pivots and passes to either X2 or X3.

In Diagram 5, X2 and X3 have gone down the floor ahead of the ball, and X1 has been stopped by a defensive player. With this situation, X3 may break back to meet the pass from X1, pass to X2 and follow his pass for a return pass from X2. In the meantime, X1 follows his pass either to receive a return pass from X3 or to put himself in a position to receive a pass from X2. X4, one of the guards, comes from behind as a trailer in order to receive a pass from X1 and then pass the ball in to X2 or X3 if such action seems advisable.

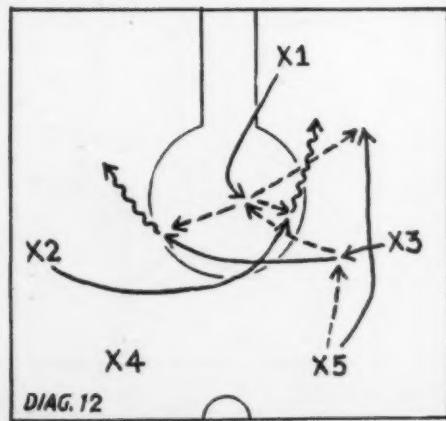
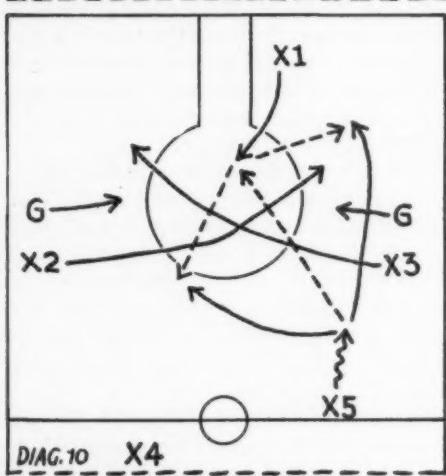
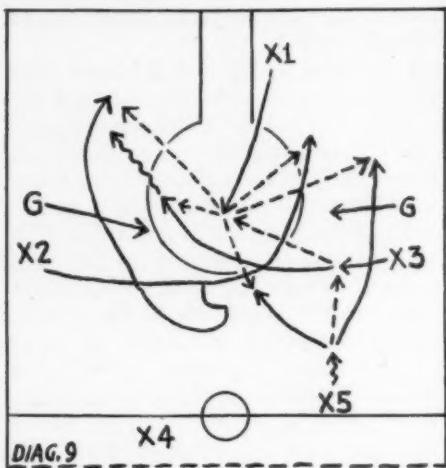
The above explanation of the fast-break with diagrams has been presented to give an insight into the possibilities of its development. Space does not allow for thorough detail. The three-second rule was not intended to and does not hinder fast-break basketball.

The difficulty is found when a fast-break does not succeed or is not employed. The style of offense then is one of deliberate type with one or more of the following kinds of set formations. Please keep in mind that any player shown in the diagrams meeting a pass within the lane or circle must comply with the three-second rule.

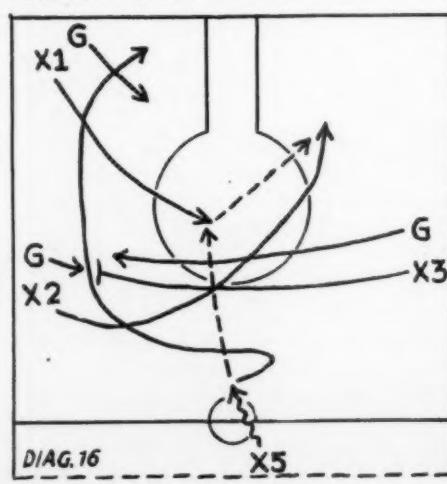
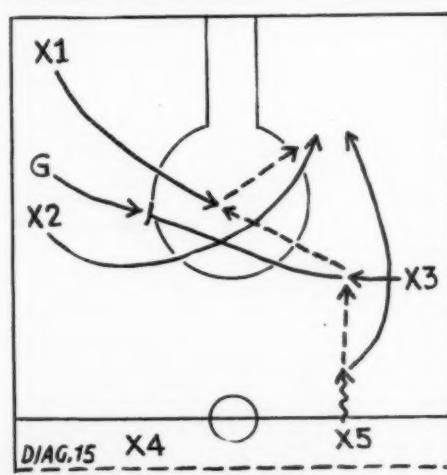
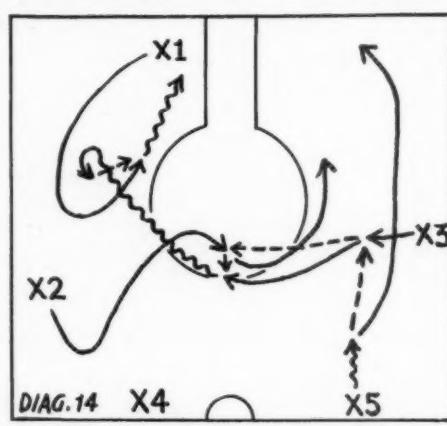
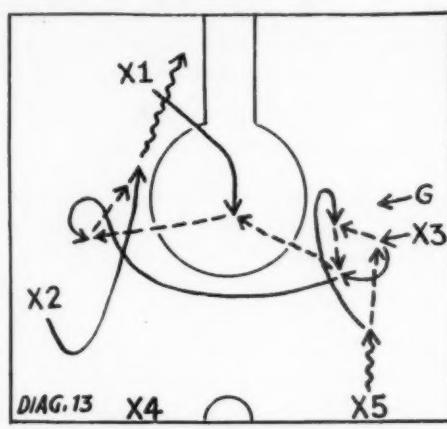
Diagrams 6, 7, 8, 9, 10 and 11 show a set formation of non-screening type but



with the principle of crossing, in which natural screens may occur.

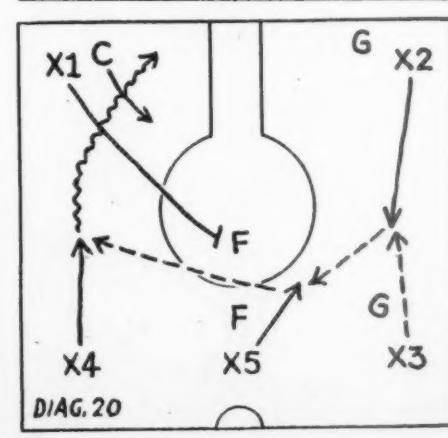
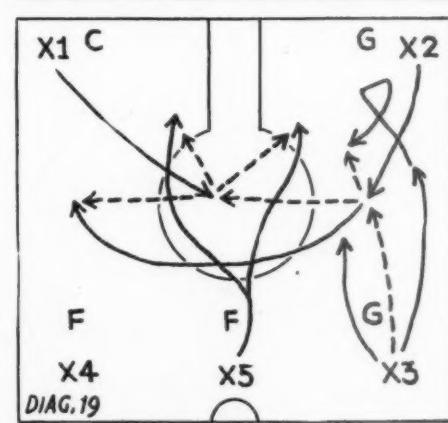
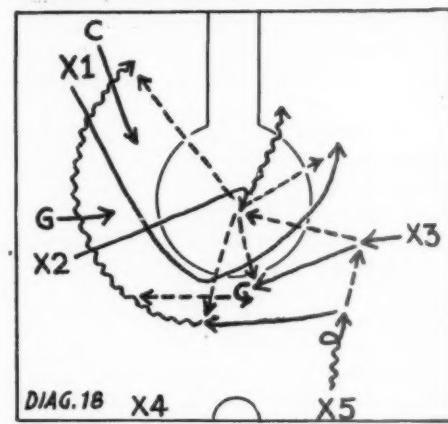
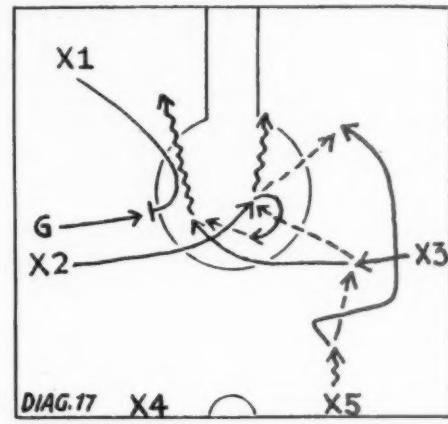


Diagrams 12, 13 and 14 show a set formation screening system by pivots and the principle of following the pass.



Diagrams 15, 16, 17 and 18 show a set formation, side line screening system.

Diagrams 19 and 20 show a set formation, side line screening system with three men out and two in. The play illustrated in Diagram 20 is useful when X4 is not good on long shots.



The Five-Man Interchanging System of Offense

By W. H. Browne
University of Nebraska

HERE are many systems of offense in basketball to be used when a defense is set, or concentrated under its goal. All are closely related, yet several are of sufficient variation to be termed different systems.

To a greater or less extent, each system is built around a key man, one who leads the attack, handles the ball most frequently and upon whom the whole attack seems to be dependent. This statement applies in only a limited degree to the five-man interchanging of positions system, as in this style of play all men are charged with like responsibilities. The ideal toward which we strive is to make each man an offensive threat equal in effectiveness to every other player on the team. This ideal is hardly attainable; therefore we attempt to place each player in a position that makes use of his abilities by the changing of positions. This changing of positions, in which the man and the ball move, forces the defense to shift. See Diagram 2. Shifting tends to confuse the defensive players and lessens the defensive alertness.

A basketball offense is frequently likened to a well oiled, smoothly running machine. This implies that the players are molded to fit a particular cog in the machine. The usual advice is contrary to this thought. The system should be adjusted to the abilities of the players. Most coaches have found that basketball players are adaptable and that a continuity in any offensive system or machine need not rob the players of their abilities and individualities. The cog in a basketball machine, or system, never becomes mechanical even though the player has been groomed to fit into a definite team continuity. There are many opportunities for the individual to demonstrate initiative, cleverness, speed and skill in the execution of the intricacies of the game.

Characteristics of the System

The five-man interchanging system spreads the offensive men over the court so that no two offensive men can be guarded by one defensive man. All five offensive men are within shooting range of the goal and are a constant scoring threat. See Diagram 1. The ball is passed shuttle fashion to an unguarded man. Should the defense fail to come out, a long set shot is taken and rebound play is emphasized. If a guard comes out to cover the long shot, the territory behind

IN AN article on basketball published in the November issue of this periodical, W. H. Browne wrote as follows: "The offense used by the University of Nebraska last year called for a fast-break attack whenever the opportunity was present. As soon as the defense became massed, the attack took the form of a five-man interchanging of positions system, or free lance game." This article is an explanation of the interchanging of positions system of offense to which Browne referred. As Head Basketball Coach at the University of Nebraska since 1932, Browne has had outstanding success.

him and in front of the goal is open for an offensive man to cut into to receive a pass. It is likewise open for the closely guarded player to cut into after passing to a team mate. The latter may return the pass, resulting in a close-in shot for the former.

Each player's move is made with a definite purpose, and success depends upon each individual's mastery of fundamentals. Definite plays may be developed with the player's option of breaking up the play at any time a drive to the goal can be made, or a pass made to an unguarded player in a position to score.

This type of offense can attack with equal success the man-to-man or the zone principle defense. The three-second rule and other limitations provided by the rules do not destroy the effectiveness of

the system. The entire offensive area of the court is used; there is no stalling, as action of both men and ball is continuous. Players X1 and X2 have as their working base the corners of the court, about 5 to 8 feet from the end line and 3 to 5 feet from the side line. Players X3 and X4 are 4 to 7 feet from the side line and 18 to 22 feet from the end line, or about even with that part of the free throw arc farthest from the basket. X5 is in the center of the court and favors the side of the court the ball is on. He is about 4 to 8 feet from the center line.

Action of the Players

The man in possession of the ball should turn and face the goal so as to be a threat to score. He has a number of possibilities:

1. He returns, or bluffs to return, the ball to his team mate cutting toward the basket.

2. He fakes a set shot at the goal, or bluffs to shoot before passing or dribbling.

3. He passes to a team mate cutting for the basket within his line of vision from the opposite corner of the court, or bluffs to make a pass to this man before shooting or dribbling.

4. He bluffs to pass or shoot and uses a driving dribble to the goal, or bluffs to dribble before shooting or passing.

5. He uses a drag dribble to advance the ball close to the goal and create a pass opening, or to set a screen for a team mate to shoot over.

6. He dribbles, pivots and passes back to safety to keep the action continuous, to open up the defense and draw the defensive players away from the goal and to keep the continuity of the offense.

The passer also has several possible courses of action:

1. He feints in one direction and drives the opposite way to elude his guard and receive a return pass. (Losing his guard demands of a player skill and finesse in bluffing and cutting.)

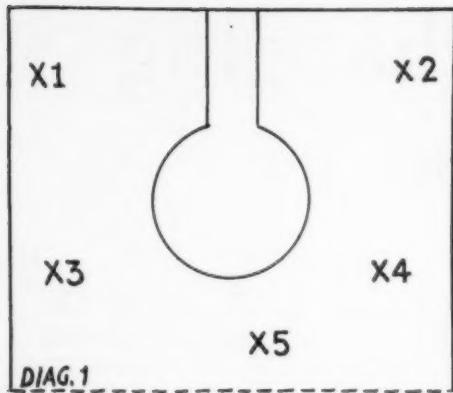
2. If the defense is playing tight, the passer attempts the above. If a pass is not returned, the passer crosses to the opposite corner of the court or changes places with an adjacent team mate, or bluffs these actions and drops back to his original position.

3. If the defense is playing loose, the passer bluffs to go by; then he retreats to receive a pass and take a set shot.

4. He sets a screen for a team mate to



W. H. Browne



shoot over by bluffing to dribble and making a pivot.

The way the passer breaks indicates the play which is to follow, and the actions of the other players are guided by the passer. The continuity is maintained by the passer in cutting across the court into the opposite corner with a change of positions in figure 8 rotation, or a simple exchange of positions by players close to each other. The pass should be made so as to enable the receiver to protect the ball with his body.

Possible receivers should be guided by the following principles:

1. Players in the corners should be threatening to cut to the basket for a pass and a close-in shot. This action forces the defense to play loose and enables the player to be open for a pass in safety.

2. Corner men feinting to cut for the goal may cross the court and change positions with a team mate.

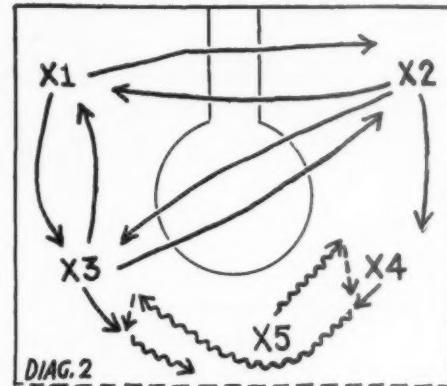
3. Corner men should be alert to cut back and out, away from the goal to receive a pass and to help the offensive continuity.

4. Corner men should be alert to keep the offense balanced.

5. In receiving a pass, receivers should be prepared to place their body between the ball and the guard.

Developing the Offense

It has already been noted that each player must function first as an individual. He is a threat to score by means of a long or close-in shot. As the distance is increased from the basket, the player is a threat to dribble in for a shot or to pass to a team mate beneath or breaking in



toward the basket. This first step in the development of team play, the pass to a team mate, offers many efficient offensive variations in passing and returning the pass. Passing to a team mate breaking away from the basket, with the threat to return the pass, starts a continuity in offensive maneuvers and brings the third, and gradually the fourth and fifth, man into the offensive picture. Each receiver must know in what direction he is to cut to receive a pass; each passer must know

(Continued on page 35)

Fundamental Drills and Their Value

By Everett N. Case

Frankfort, Indiana, High School

THE first thing that makes for a successful basketball team is proper schooling in fundamentals, while the more successful basketball coaches are the ones who spend the most time on fundamentals.

The qualities of a successful basketball player are skill, speed, knowledge of the game, condition and nerve. By skill is meant dexterity in passing, speed in running, speed in getting the pass away, in stopping, in turning, in dribbling and in shooting. The change of pace, in which a feint is made in one direction and the shift in another is also a matter of speed and shiftiness. Knowledge of the game includes knowledge of the rules, the different systems of offense and defense, strategy and generalship. Condition has to do with such matters as freedom from injuries, good health, state of the nerves and endurance. By nerve is meant the ability to do better in competition than in practice, to play when tired and to take punishment.

Unless a basketball player rates high in all of these qualities, he will never be a champion. Most of them may be developed by giving close attention to fundamentals. The following things must re-

ONE of the best known figures in Indiana high school athletic circles, Everett N. Case has been especially successful in coaching basketball. In this article, he describes a number of drills by which the coach may develop in his players proficiency in the fundamentals of the court game.

ceive attention in goal shooting: the manner in which the ball is held, the position of the arms in shooting, the use of the legs and body, the concentration of attention, the locating of the basket with the eye, the follow-through, the height of the throw and body stance.

It is easy to test the skill of an individual, or a team, as follows: When a team plays, five men are seated where they can see every play. Each man watches a player and makes the following record of his playing:

1. How many times he passes the ball.
2. How many times he has chances to catch the ball.
3. How many passes are correct.
4. How many times he fumbles.
5. How many times he dribbles.

6. How many times his dribbles are correct.
7. How many times he shoots for the basket.
8. How many times he misses.
9. How many times he intercepts a pass.
10. How many times he gets the ball off the backboard.
11. How many follow-up shots he gets.
12. How many times he uses the pivot or reverse turn.
13. How many times he makes a bounce pass.
14. How many times he is successful with a bounce pass.
15. How many times he is out of position on individual defense.

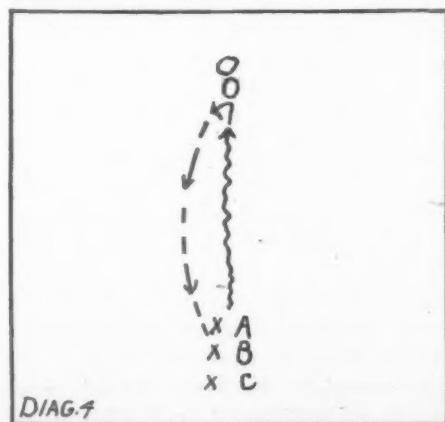
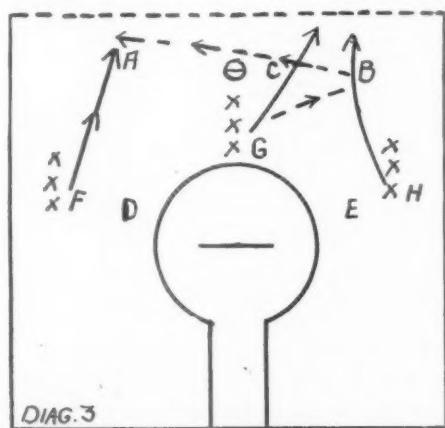
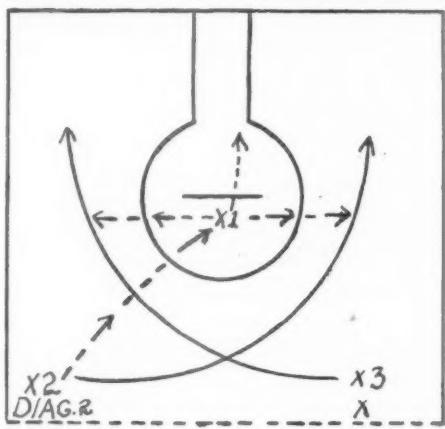
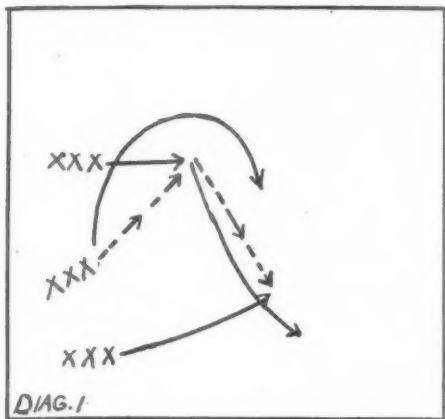
The following drills have proved useful for teaching fundamentals:

THREE-MAN CRISSCROSS DRILL (Diagram 1)—The first man in the center line starts the drill by passing to the first man in either of the other two lines. Each player cuts behind the man to whom he passes the ball. Various types of passes may be utilized in this drill. It is excellent for offensive drive practice.

PASS, PIVOT AND SHOOTING DRILL (Diagram 2)—X2 passes to X1. X1 may pass

to either man crossing or turn and shoot or dribble in for a close shot. This play may be used effectively near the free throw circle.

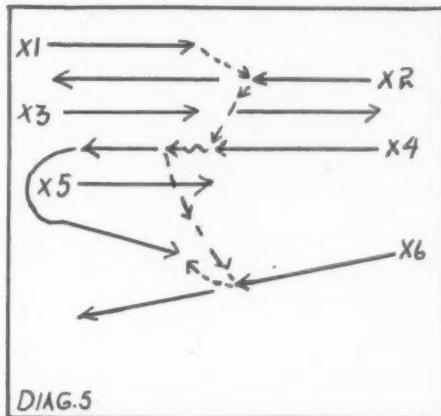
THREE-MAN RUSH (Diagram 3)—A, B, C, D and E are on the defensive. To start



the drill, C shoots for the basket, and D and E try to obtain the ball as it rebounds from the backboard as well as do the offensive players, F, G and H. If one of the last three players retrieves the ball, the offensive drive begins, and C attempts

started by having men walk; later, they may run.

GOLF SHOOTING DRILL (Diagram 9)—Starting with Circle 1 and proceeding in order to Circle 8, each player must make a
(Continued on page 28)



to break it up in the center of the floor. If the offensive players get by C, then the defensive players, A and B, offer resistance. The offensive players work the ball until they get a short shot. Offensive men are not allowed to take long shots. The ball is in play unless fumbled, a held ball has been called or a foul has been committed. Offensive men may be penalized for all errors by being transferred to the defense.

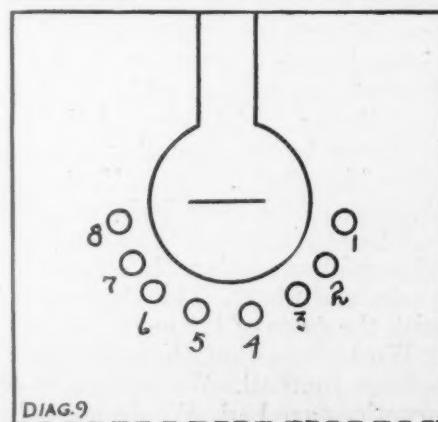
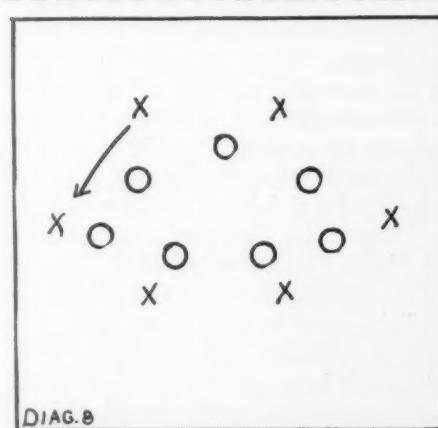
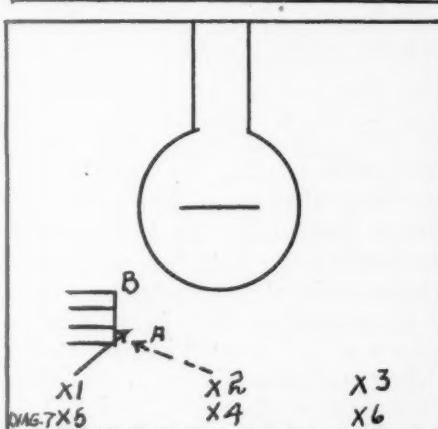
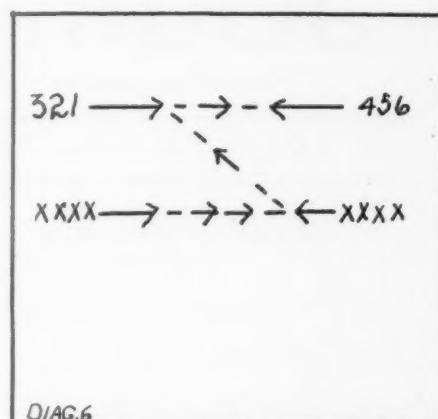
PIVOT AND DRIBBLING DRILL (Diagram 4)—A dribbles toward the first opponent, O, pivots and passes back to B, who repeats the exercise, each man returning to the end of the line. Every set of two men may be given a ball, and players of the entire squad are allowed to dribble and pivot and pass back to each other. They are permitted to go any place in the gymnasium.

PARALLEL CROSSOVER PASSING DRILL (Diagram 5)—The same principles as those in the crossover passing drill apply here. Players pass and cross to the opposite side. An even number of players is required. They are stationed about thirty feet apart. The receiver meets the pass traveling at full speed.

CROSSOVER PASSING DRILL (Diagram 6)—Player 1 passes to 4, who in turn passes to 2. Then player 2 passes to 5. Players cross over to the end of the other line after passing. Different types of passes may be used.

CHALK LINE SHOOTING (Diagram 7)—Player X1 cuts for the basket and receives a pass from X2 at A. X1 dribbles in, pivots and passes back to X2 at B. X2 stops quickly on special chalk marks where he takes a shot. X1 and X3 follow in for short shots and pass back to X4. Players change positions.

CIRCLE PASS DRILL (Diagram 8)—The players in the inner circle move in opposite directions to those of the outer circle. Several balls may be used and the different kinds of passes employed. The drill is



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Editorial Principles

THE ATHLETIC JOURNAL was founded because the Editor thought that such a publication could serve a useful purpose. It was not established as a commercial magazine. Because we believe in the profit motive, we should make no apologies if the magazine proved to be a profitable enterprise. Since, however, we believe that THE ATHLETIC JOURNAL has a mission, we have always followed a strong editorial principle.

A magazine that is purely commercial cannot take a stand on vital issues for fear of losing advertising and subscriptions. Neither can a publication that always attempts to pick the winning side command respect for its editorial opinion.

We do not expect that all the coaches of America will agree with our opinions, but either they agree with our philosophy of athletics or they are very tolerant. In fact, during the fifteen and a half years which represent the life of this publication, it is safe to say that we have not received more than one hundred criticisms of our policies.

It may be egotism on our part which causes us at times to differ with the popular opinion. However, majorities are not always right, and popular opinion not based on a study of facts is invariably wrong. Today it is probably safe to assume that if the opinions of the majority of our people were canvassed the poll would show that the majority accept the opinions of John R. Tunis, Francis Wallace, Westbrook Pegler and others who have so insistently called attention to the bad side of college football, an opinion which perhaps might be stated as follows: "College athletics are innately bad as is shown by the fact that the majority of the colleges hire their players." Someone has suggested that two of the most insistent critics of college football have profited to the extent of perhaps a quarter of a million dollars by the sale of their articles, books and plays. This, however, has nothing to do with the facts of the case.

We believe that there is more good than bad in college football. We recognize the fact that some practices are bad. We do not believe, however, that

it is necessary to destroy the whole barrel of apples because some of them are decayed. We do not share the opinions of some that because the amateur principle is not maintained in its entirety the principle should be abandoned and a lower principle substituted for it. Specifically, we do not agree that because some college players are professionals masking as amateurs we should pay all of our players.

We have consistently advocated the principles that we believe to be sound. We will not admit defeat but will continue to fight for that which we believe to be right.

The Effects of Propaganda

IT IS still considered news when it is reported that a college football player here or there has been recruited or possibly subsidized by some institution of higher learning or by someone who in a more or less remote way is connected with such an institution. It is not news if a dog bites a man, but it apparently is still news if some of the million or more college alumni living in the United States or the several million more synthetic alumni engage in recruiting and subsidizing practices. This observation is made not with any thought of condoning insidious evils or of making light of their importance, but rather for the purpose of calling attention to the fact that the public still thinks that college athletics, like Caesar's wife, should be above suspicion.

We are not astonished and neither are we much alarmed if someone tells us that the politicians in the large cities often receive their share of the money paid for protecting illegal enterprises. We are a bit disturbed perhaps when someone like Courtney Ryley Cooper calls attention to the fact that the majority of jail breaks succeed with the connivance of the law enforcing agents and that when dangerous criminals are paroled from the state penitentiaries some of the men who make a business of politics have had a hand in the deal. We expect some of those things but, while we do not like them, we do not make much fuss over them.

If, however, the press of the country and college men here and there continue to ridicule the amateur principle and to insist that the players be paid, then the time may come when public opinion will force the hands of those who believe in trying to maintain college athletics on an amateur basis. Any man who has given thought to this matter realizes that if the colleges ever openly entered into the practice of paying the players the sports affected would not long endure. The student body and the alumni, too, would soon lose interest in a team composed solely of mercenaries, and the colleges would realize that it is not in keeping with educational policies for an educational institution to maintain a stable of paid gladiators.

It may be, however, that this situation will be brought about. For a number of years since the depression began, attacks have been made on the economic order, and a surprisingly large number of people today are ready to believe that the business

men of America for the most part are selfish, greedy and mercenary. Those who attack business in its generalities do not offer specific evidence, and even if a few individuals were singled out, were tried and convicted by the courts, it would not necessarily follow that all business men are bad.

The fault for the present situation in the athletic field lies chiefly with some of the coaches who alibi their defeats and with the alumni of institutions that have losing teams. The wails of the losers drown out the logic of the facts. We have repeatedly suggested that if the time comes when college football falls from its high estate it will not be because of the attacks of our enemies. Rather the game will be destroyed by its friends.

Basketball

SOME ONE will perhaps sometime write a scientific history of the rise and decline of amateur sports. It is possible to chart the ups and downs of the business barometer even though the causes of the successive fluctuations may be only matters of opinion. It is not possible in the same way to chart the growth or decline of any one sport.

When we speak of the rise of a certain game, we think in terms of public interest in the game and to a lesser degree of the number participating. No one has ever been able to collect all the figures relating to gate receipts at college and high school games. It is rather clear that the attendance at college football games rapidly increased after the World War, reached a peak in 1929 and fell off rapidly until 1932. Since 1932, the attendance has been again increasing. The chances are, however, that not a great many more boys are playing college football today than were playing in 1932.

Baseball antedates football, track and basketball as American sports, and so it was quite natural that a quarter of a century ago college and high school baseball was a major activity. With the growth of other school and college sports, however, baseball has not made the rapid improvement that its friends hoped for it. A few years ago, after the American Legion started its Junior League Baseball Program there was some improvement noticed in college and high school baseball circles.

Track last year showed some improvement, the principal impetus no doubt having come from the Olympic Games. Further, the coaches have helped to improve track by running their meets off more expeditiously than was formerly the case, and we may expect some increased interest in track for the next few years.

Basketball, however, presents an interesting phenomenon in a study of sports. Basketball was just getting started at the turn of the century. It did not rapidly spring into prominence, but a steady growth was noticeable about the time of the World War period. Since the War, basketball has steadily grown in importance, and, strangely enough, not a great decline was noticeable during the late depression. In fact, basketball has arrived. Today it is a major sport in most of the schools of the country and in many of the colleges and universities.

The problem now is to hold the gains that basketball has made and to make from time to time minor improvements. The Rules Committee has done a fine job and possibly will not find it necessary to make many changes in the rules for the next few years. As the game becomes more and more standardized it perhaps will, as it should, become more a players' game, and the importance of the officiating will decline.

Basketball will never be highly professionalized. The games that become highly professionalized very often crowd out the amateur sports. When baseball was professionalized to the extent that practically every town team had on it some paid players, the same towns and hamlets gradually began to abandon the game.

There is no reason why basketball should not this year be highly successful. There are perhaps more boys playing basketball in the schools and colleges than there are playing any other one game. It is a fine intramural game. The players universally love to shoot baskets. They like to practice and they enjoy the games. We salute basketball on its ascendancy to the ranks of the elect.

Chivalry—a Lost Art

SOMEONE has recently suggested that chivalry is one of the lost arts. Ours is an age of cynicism, and the above is a cynical statement with which we do not agree. If chivalry is not in some circles as much in evidence today as formerly, at any rate it is not a lost art in amateur athletics.

In the Purdue-Wisconsin game of this year, a splendid Purdue player was taken out of the game. The captain of the Wisconsin team went over to the side lines and shook the hand of his opponent, thereby registering his respect and admiration for a competitor. This incident is mentioned not because it is unusual but because we wish to call attention to the fact that similar examples of chivalry and good sportsmanship are common occurrences in school and college games. Since these things are more or less common, they seldom excite notice and are taken for granted. The coaches and the boys do not boast of their virtues. Perhaps we have been derelict in not calling attention to the fact that chivalry still is in evidence on the playing fields. Perhaps more attention should be paid to inculcating in the minds and hearts of the players the thought that those who compete are gentlemen and that gentlemen instinctively do those things that are the mark of a gentleman. We are reminded of the statement of John Galsworthy which stresses the point in question. This is a familiar quotation, but it may be read and re-read with profit.

"Sport," Galsworthy said, "which still keeps the flag of idealism flying, is perhaps the most saving grace in the world at the moment, with its spirit of rules kept, and regard for the adversary whether the fight is going for or against. When, if ever, the fair-play spirit of sport reigns over international affairs, the cat force which rules there now will slink away and human life emerge for the first time from the jungle."

Practice Drills for Ice Hockey

By Westcott E. S. Moulton
Pomfret School

TIME in ice hockey practice is a most important element, especially if the game is played on outside rinks where weather conditions may at times make practice impossible. It is therefore vitally important that the coach carefully plan his practice sessions in order to get the most out of them. To do this successfully, each minute must be budgeted. The practice drills to be used and the time to be allotted for them must be noted down on paper. A copy of the practice program for each day should be in the hands of the assistant coaches and perhaps one copy might be posted on the bulletin board for the players to see.

The choice of drills to be used each afternoon depends upon the physical condition of the players and the degree of their experience. The greatest value in ice hockey drills will be found when the coach is able to vary them so that they never become tedious or lack for interest.

General Suggestions

The following suggestions afford a coach some choice from the simplest to the more advanced drills. Concentrating on the gradual development of individual and team skills and then working them together as the season progresses will lay the foundations for a good team and a successful season.

It is vitally important that the players be carefully warmed up before beginning any kind of scrimmage or heavy work. There are numerous drills designed to bring the muscles into play, to increase the blood flow throughout the body and gradually to put the parts in perfect working order. The colder the day, the longer the warm-up period should be. The speed of the drills should be increased gradually. The drills might well begin with the team as a group. It is a good plan to have the captain lead the players in a wide circle, skating very slowly and cutting to the left hand side. After a few minutes of this, the players should cut in a right hand circle to increase this ability. Lining up at one end of the rink, the players should start quickly when a whistle is blown and stop when the whistle is repeated. This practice of "jumping" or "breaking away," as it is called, is one of the fundamental principles of ice hockey, and the player who can jump faster and stop more quickly than his team mates will usually prove to be the most valuable player on the team.

Carrying, Passing and Receiving

"Babying" the puck, or passing it from side to side on the stick, is an essential

*L*AST month, Westcott E. S. Moulton discussed pre-season practice for the ice hockey squad. This month, he outlines a number of practice drills for the squad after it has taken to the ice. Mr. Moulton, now Director of Athletics and Coach of Ice Hockey and Football at Pomfret School, Pomfret, Connecticut, was an outstanding athlete in high school, preparatory school and college. He graduated from Brown University in 1931, where he was mentioned for All-American hockey honors. Besides hockey, Moulton participated in football, baseball and swimming. The illustrations that accompany this article are of the author.

technique for good hockey playing. This should be practiced at first from a stationary position until the "feel" of the procedure is thoroughly mastered and confidence is attained. Then the player should perform this same drill without looking at the puck as he passes it from side to side. This will take considerable time at first but will be worth all the effort spent on it. After this, the player should start skating slowly up and down the ice, "babying" the puck while watching it. Gradually, he should take his eyes off the puck every few feet until he finds that he can "baby" the puck the entire length of the rink without looking at it.

A player who can carry the puck without looking at it can devote his attention to the position of his opponents and thus better order his own movements and attack. Hobey Baker, one of the greatest of American hockey players, was a past master of this art, and it was perhaps one of the important reasons why he was considered such a fine player.

The passing and the receiving of the puck is a most important part of hockey and should be given considerable time each day, especially in the early part of the practice. Two players should practice this drill together for some time and then a third should be added to fill out a complete forward line. The players should be taught to become proficient in the art of passing and receiving on both sides. This drill, like the earlier one, should be started from a stationary position and after it has been practically perfected the players should perform it while moving up and down the rink. Each player should familiarize himself with the individual technique of his team mates both as to the types of passes they make and the way they receive them. Only through practice drills can team play be developed. Many games are lost because a player has passed

the puck too hard or has not been able to receive a pass properly.

Goal Shooting

A group of goal cages may be placed in a line parallel to each other. Then the squad may be divided and the players instructed to practice shooting the puck at the goals. These shots should be made from a stationary position at first and then while moving. It is a good plan to start this shooting practice about thirty-eight feet from the goal so that the goal-guard can get warmed up to his position. Also, this is the distance from which the penalty shots will be fired in games. In this drill, it is important to stress shooting the puck low and at the corners of the cage rather than directly at the goal-guard. This will afford the goalie and the shooter practice for maximum efficiency.

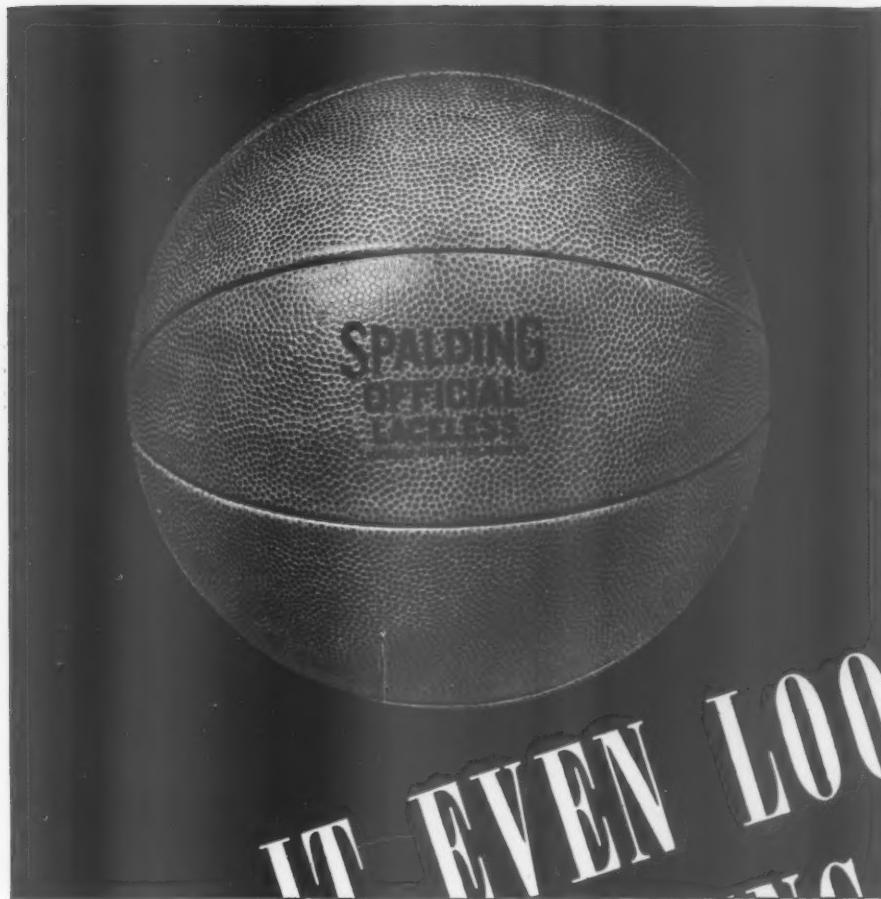
When accuracy and speed are acquired in this department, the shooter should aim his shots at the upper corners of the cage. The goalguard should stand first in one side of the cage and then in the other to develop his ability in both positions.

Miscellaneous Drills

Boarding the puck is a much neglected drill in ice hockey. When the player can be shown how easy it is to acquire this skill and also how effective it is in working the puck through an opposing team, he will be glad to spend enough time on it to acquire proficiency. As every rink is constructed differently, it is important to discover by actual practice the effect of the puck striking the side boards. Two important things to be determined in this drill are the speed with which the puck should be driven against the boards and the angle desired for the rebound. Only through actual practice can these things be determined. Sometimes, it is a good plan to lift the puck a little off the ice before it strikes the side board to get a better rebound.

"Foot lagging," or kicking the puck from skate to stick, often comes in handy when the puck is slipping between and behind the feet of the player as he moves forward. This practice is sometimes used as a definite offensive maneuver, as many an opponent can be fooled into thinking that the carrier has overskated, or has lost the puck, and will let the carrier by. This is a minor detail in ice hockey, but it is near perfection in minor details which makes the really great hockey player. This art of "foot lagging" the puck should be practiced as a definite hockey drill.

The art of slipping the puck through



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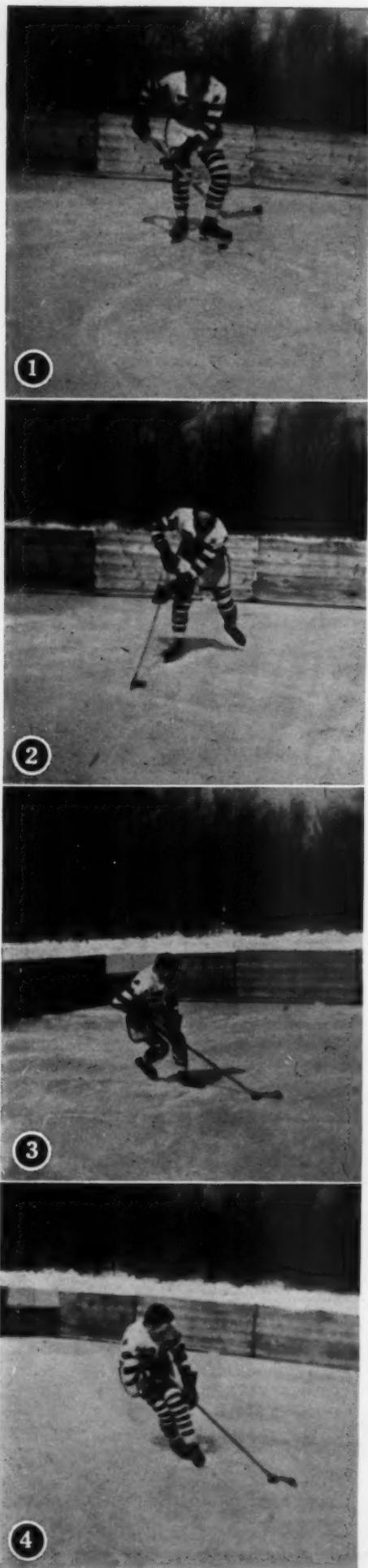


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the skates of the defense players, circling them and picking up the puck on the other side, or to the rear of them, requires a great deal of practice. To be successful, the act of pushing the puck through the defense or any other opposing players must be so concealed that they do not realize it is being done until too late to stop it with either skates or stick. The puck must not be pushed too hard, or it will go far beyond the defense and into the hands of the goalguard, or against the back boards, rendering useless the scoring threat. This play has more chance of succeeding in the second or third period of a game than in the first because the ice, which has been cut up, offers more resistance and slows up the puck, keeping it from sliding too far out of reach. Only by making this into a regular drill can a player develop himself in this department.

Outwitting the Goalie

One of the most difficult things to teach schoolboy and college players is the art of stopping in front of the opposing goal to wait for a pass from a team mate or for a pass-out from behind the cage. The majority of young players coast beyond the point where they will be in scoring position and thus lose many chances of scoring. This fact must be impressed upon players from the start of the season and the drill practiced each day so that they will realize its importance. They must be taught to keep out of the goalkeeper's crease before the puck enters that region, or the whistle will be blown and the scoring drive nullified. They should learn to stop about ten

Illustration 1—"Foottagging" the puck. When the puck has slipped from the stick and is sliding between the skates to the rear, the player should swing his leg so that the skate contacts the puck and kicks it ahead to permit him to pick it up again with his stick. This action picture was taken just after the skate had contacted the puck.

Illustration 2—"Babying" the puck—passing the puck from side to side while skating. Expert stick handlers should practice this without looking at the puck. After some time on this drill, it will become mechanical.

Illustration 3—Cutting to the right with the puck. Notice how the skater's body leans to the inside.

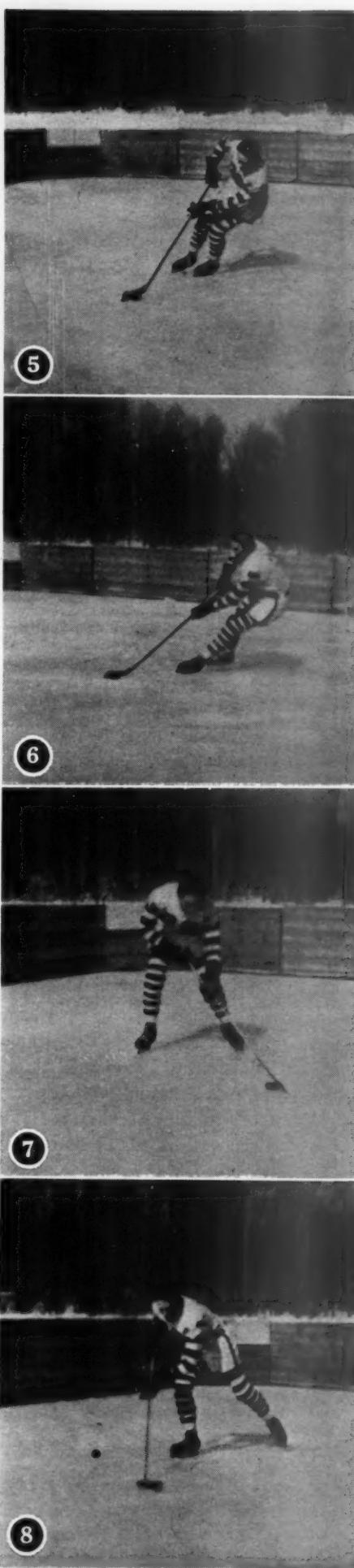
Illustration 4—The skater is continuing to cut to the right.

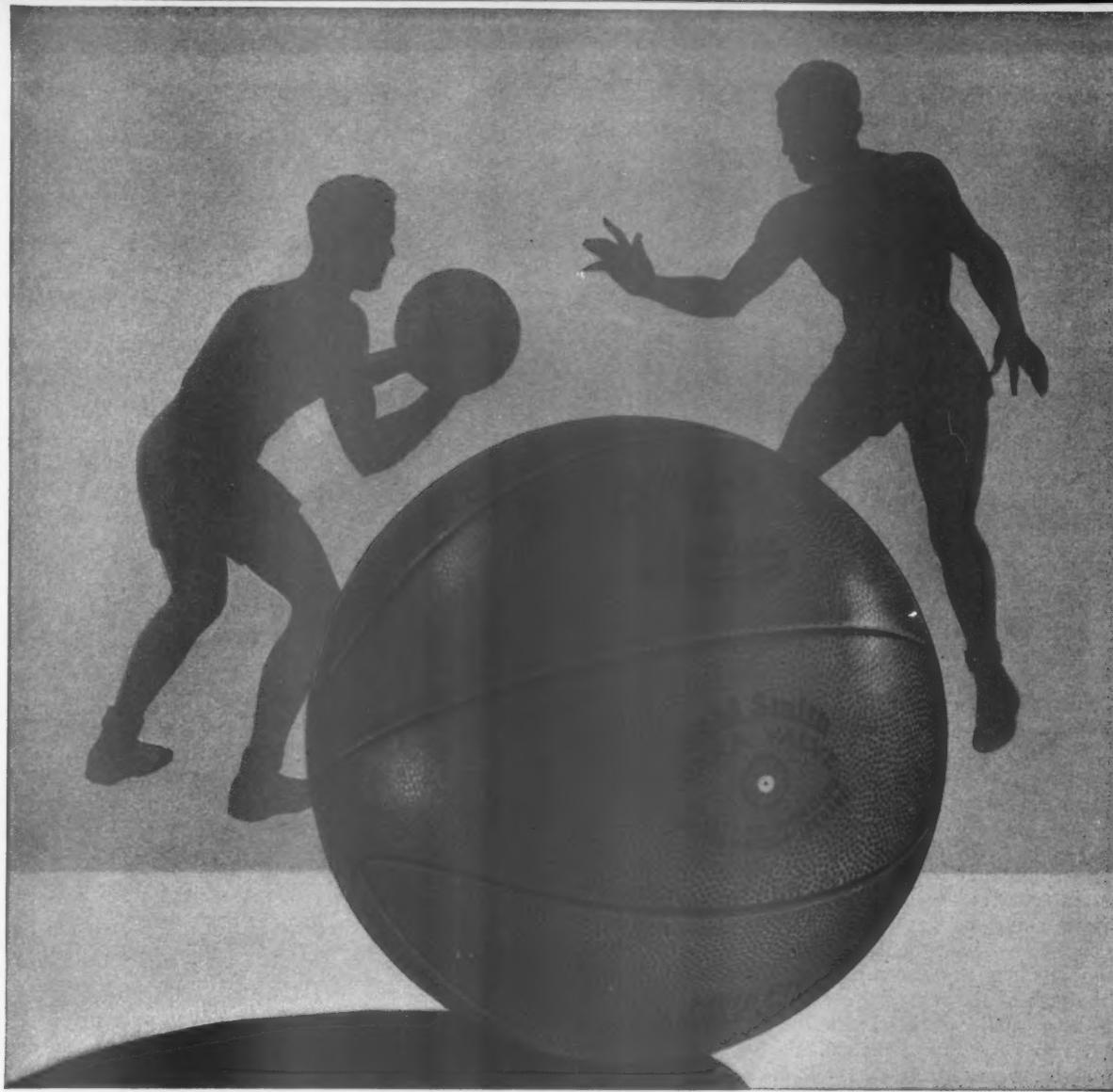
Illustration 5—Cutting to the left with the puck. The body leans to the inside just as when the skater is cutting to the right.

Illustration 6—A quick circle with the puck. Note the lean of the skater's body.

Illustration 7—Start of a left hand shot. The skater is pushing off both feet, but more vigorously with the left than with the right. The puck is located near the heel of the stick. The player's hands are well spread and are grasping the stick firmly. Beginners should watch the puck as they shoot, so that it will not slide off the stick. After some practice, a player can look for the opening in the cage as he shoots the puck.

Illustration 8—Finish of left hand shot. The stick follows through on a low plane. The left shoulder has not dipped too low. These two points keep the puck low and the shot hard.





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feet out from the goal line and from that point maneuver themselves into the best position from which to score.

Some time should be set aside each day for drilling the puck-carriers in outwitting the goallguard on individual sallies. Many times a player successfully eludes the defense and skates in clear on the goalie only to be baffled in what looks like a sure score. The goalkeeper, too, benefits from this drill and thus there is a double value in it. It should be practiced sometimes with the defense men in their usual positions in front of the goal. They should make half-hearted attempts to stop the carrier so that the goal will not be scored too easily.

To improve the individual stick-handling, four or five players should be lined up about twenty-five feet behind each other. Then a puck-carrier should work the puck through them. This drill, like

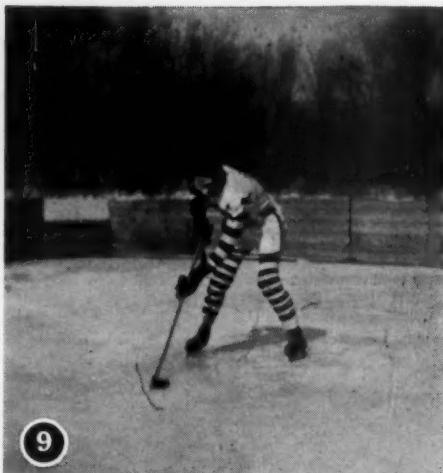


Illustration 9—Start of a backhand shot.

many of the others, has the double value of increasing the stick-handling ability of

the team and also the individual defensive ability. The defense line of players should not attempt too strenuously to retrieve the puck from the carrier until he has developed his technique and gained confidence in this most difficult art of ice hockey. Much time should be given to this drill each day. This specialty will be rendered more worth while if a goallguard and cage are placed at the end of the line. Toward the middle of the season, when the carriers have achieved some skill in this department, it will increase the interest and competence of the players if a careful record is kept and read off each day of the players making the scores.

Forward Passing

Professional hockey teams have attained a high degree of proficiency in the art of forward passing the puck within the zone

(Continued on page 33)

Pictorial Display of Fundamental Wrestling Holds

By Richard K. Cole
Brown University

AT the beginning of wrestling practice in our colleges and high schools, many boys report who know little or nothing about the game and have had no previous experience. It is, therefore, the task of the wrestling coach to instruct these candidates in the rudiments and the fundamentals of the game. Much time and patience are necessary in conveying athletic knowledge to beginners and it often requires a full season of hard work to realize good results. The main items which are invaluable in the make-up of a finished wrestler are balance, condition, speed, courage, general ability and the knowledge of holds and their counters.

A man's balance can be improved about 15 per cent. If a wrestler's balance is unusually poor when he is a neophyte, the coach may usually estimate that it will never be a great deal better after extensive practice. Thus, when looking over the squad for real talent, the coach should watch the man who has natural balance in his maneuvers. Occasionally, the coach will find a man whose balance improves beyond the usual degree.

Developing Wrestlers

Proper training, with regulated daily practices and constructive weight exercises, constitutes the ideal procedure to whip wrestlers into top condition. It goes without elaboration of words that condition is 75 per cent of the battle in any

THROUGH the use of illustrations, Richard K. Cole attempts to show in this article some of the wrestling holds which he believes are essential to the beginning wrestler. Cole is well known to readers of this publication as the Coach of Wrestling at Brown University and a former National Collegiate wrestling champion. Two recent articles by him were published in the October and November issues of this periodical.

athletic competition. This is especially true in an activity, such as wrestling, which involves an elapsed time of ten minutes, or sixteen minutes at the most, when overtime bouts are necessary. Recovery after a bout is rapid, and a man should be able to "shoot" at high speed the entire bout and suffer no detrimental results afterwards.

Speed! Ah, that is the secret of sensational competition! Look back and picture great victories in any sport, or pick out an outstanding athlete. What stands out as the greatest asset of the team or the individual? Most certainly, speed of execution was ever present.

Speed is another factor which cannot be greatly increased in the movements of an athlete; it must be born in him. For this reason an athlete who is not particularly fast when he enters a sport never will be and must rely on science and experience to bring himself through a contest victorious. Consequently, coaches

should be encouraged to watch for men who possess speed and fast co-ordination in their movements.

Essential Qualities

Courage and fight can be developed extensively unless an individual is actually a spineless competitor. Nerve and never-say-die spirit have won many a glorious victory over stupendous odds. These qualities, therefore, cannot be overlooked as a determining factor in success. The coach himself is the main source of these characteristics and it remains his job and duty to instill them in his subjects.

Ability is like intelligence. It is found in individuals in varying degrees. Education is putting intelligence to proper usage. Then the wrestler's knowledge of the game means stretching his ability over as much territory as he can cover. If an individual has a wealth of ability, he should be given all the knowledge of wrestling which the coach has at his disposal. The coach should never hold back a candidate who can master a game as fast as it can be given to him.

The main purpose of this article is to benefit the beginner by showing pictorially some of the holds and maneuvers which must be learned and practiced at the inception of a wrestling career. It is my sincere hope that these articles on wrestling will in some degree help those coaching and those participating in the grand sport of wrestling.

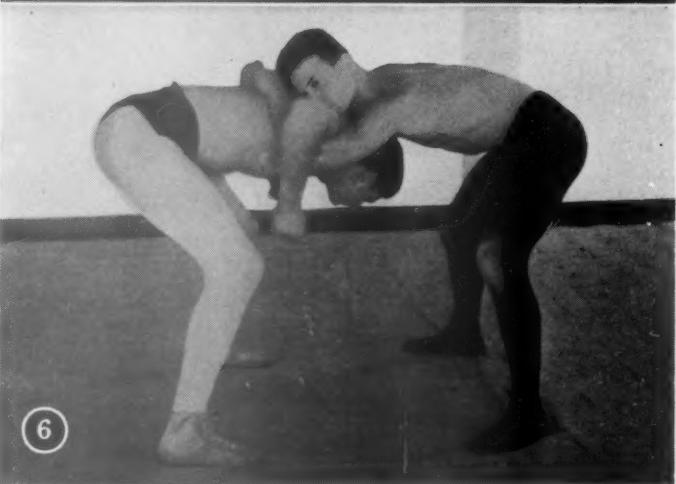
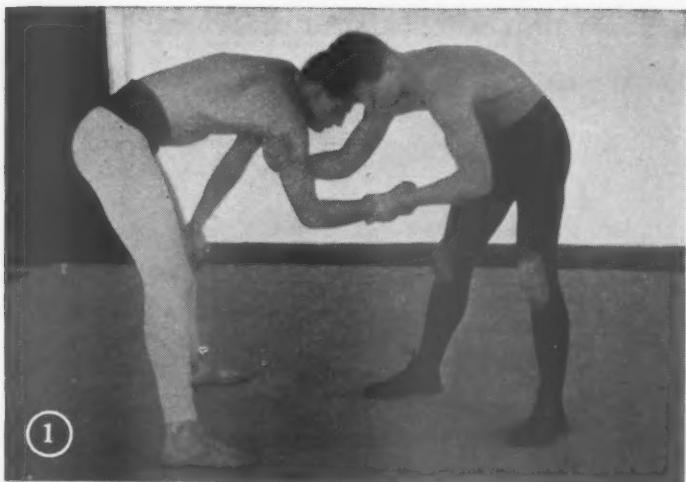


Illustration 1—This illustration shows the start of the flying mare hold. The offensive man, A (in black tights), grasps the right wrist of B (in white tights) with his left hand and places his right hand well up under B's right armpit.

Illustration 2—A has quickly turned in toward B and dropped to his left knee. It is important for A to keep B's arm close to his own body.

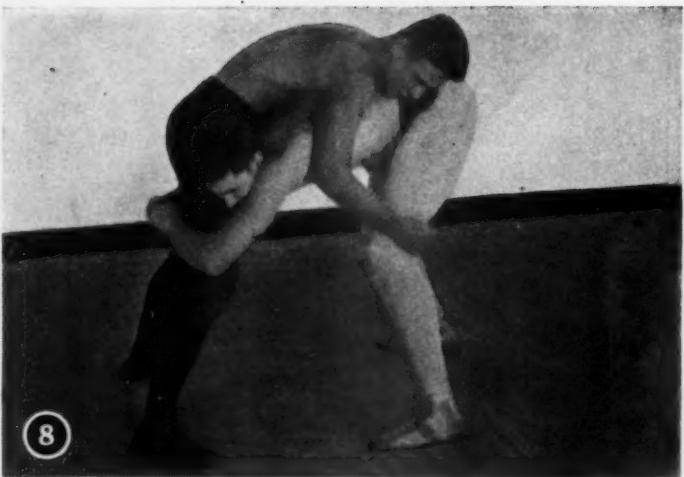
Illustration 3—A has thrown B to the mat and is now ready to move on top and apply a half nelson and crotch hold.

Illustration 4—The start of the ankle grasp and shoulder push is shown in this illustration. A moves back and then drops on his left knee the instant B raises his right leg to take a step. A quickly grasps B's right ankle in his left hand.

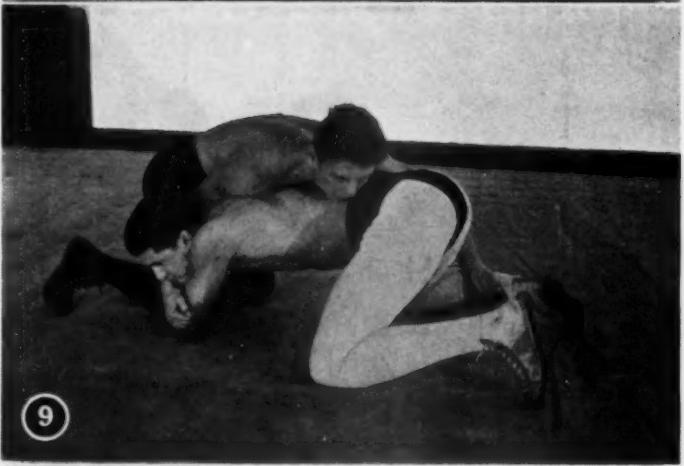
Illustration 5—A has pulled B's leg forward and pushed his body backward and thus has brought him to the mat. A may now proceed to bring B under control.

Illustration 6—This illustration shows the start of the double bar arm hold. A has shoved both his arms under those of B and locked his hands over B's back.

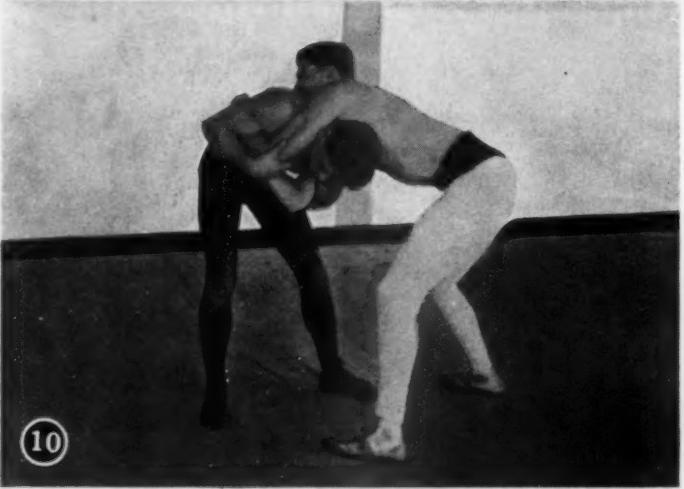
Illustration 7—By falling backward and sideward, A has thrown B to his back and has continued on top of him to secure a fall.



8



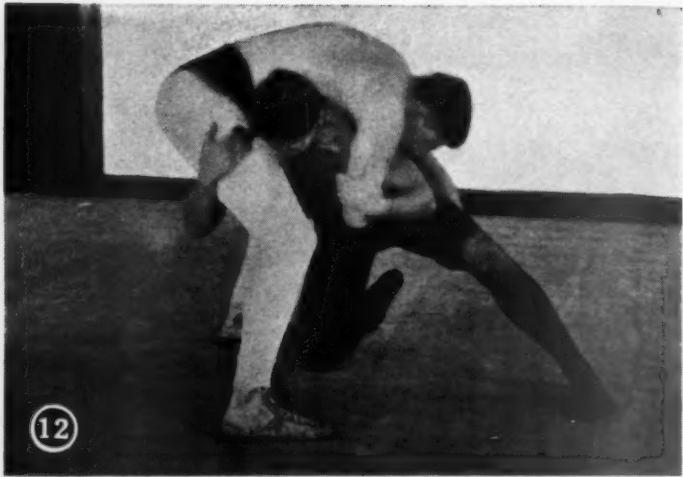
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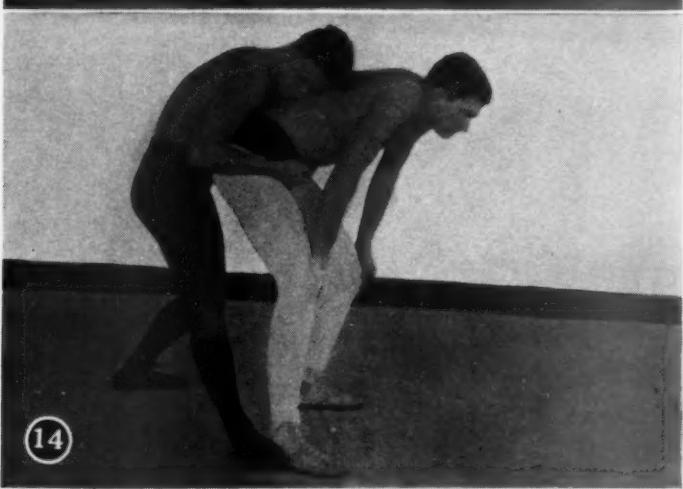
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12



13



14

Illustration 8—The start of a leg dive by B is shown in this illustration. A stiffens his legs and attempts to break the grip.

Illustration 9—An effective counter for the leg dive is demonstrated by A in this illustration. A places his right arm across B's face, grasping B's upper left arm and right ankle. From this point he continues around and behind B.

Illustration 10—This illustration shows the start of the muscle and elbow hold. A hooks B's right arm above the elbow and grasps the triceps of B's left arm.

Illustration 11—A has brought B near to a fall by falling and pulling sideways with the leverage he has on B's right arm.

Illustration 12—The start of the inside crotch and elbow hold is pictured in this illustration. A grasps B's upper arm and then drops down fast and grasps B's upper leg.

Illustration 13—By falling forward and sideways, A has brought B to the mat, where he proceeds to throw him with a half nelson and crotch hold.

Illustration 14—In this illustration, A shows how to take a man to the mat when behind him in standing position. A places his right foot behind B's right foot and falls backward and sideward, pulling B to the mat.

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AS HIGH SCHOOL and college coach, Ward L. (Piggie) Lambert has taught winning basketball for a quarter of a century. During four years at Lebanon, Indiana, High School, his teams won 66 out of 83 games. Since 1919, Purdue University teams under Lambert have won more games than any other Western Conference team during this period. In the past sixteen years, Lambert-coached Purdue teams have won or shared the Western Conference title eight times. The Purdue team of 1935-36 was co-holder of the Western Conference title.

In his book, **Practical Basketball**, Lambert relates in simple yet graphic manner the methods and devices he has used in developing outstanding players and championship teams in high school and college basketball.

Table of Contents of Practical Basketball

Chapter I Handling the Ball—General Essentials—Types of Passes.

Chapter II—Offensive Floor Work.

Chapter III—Basket Shooting—Its Importance—Habits—Types of Shots—Changing Style—Free Throwing.

Chapter IV—The Dribble—Its Origin and Use—Technique of the Dribble.

Chapter V—Individual Defense—General (Balance, Stances, Footwork, Mental Alertness)—Guarding a Man with the Ball—Guarding a Man Without the Ball.

Chapter VI—Team Defense—General Considerations—Man-to-Man Defense—Zone Defense—Checking Five-Man Defense—Fast-Break Defense—Special Defenses—Strategy of Defense.

Chapter VII—Team Offense—Historical Development—General Essentials—Coaching Advice—Fast-Break (Long Pass, Short Pass Crossing)—Set Formation—Slow-Break (Pass to Forward, Pass to Center, Spread Formation)—Special Offense Against Zone—Various Systems of Offense (Crisscross System, Screening System by Pivots, Three Man Lane, Side Line Screening System, Long Shot, Continuous Triangle)—Strategy of Offense.

Chapter VIII—Center Tip Play—Even Control—Control by Opponents—Own Control Absolute.

Chapter IX—Plays—Out-of-Bounds—Free Throw—Jump Ball.

Chapter X—Training, Conditioning and Practice.

Chapter XI—The Coach, a Student of Psychology.

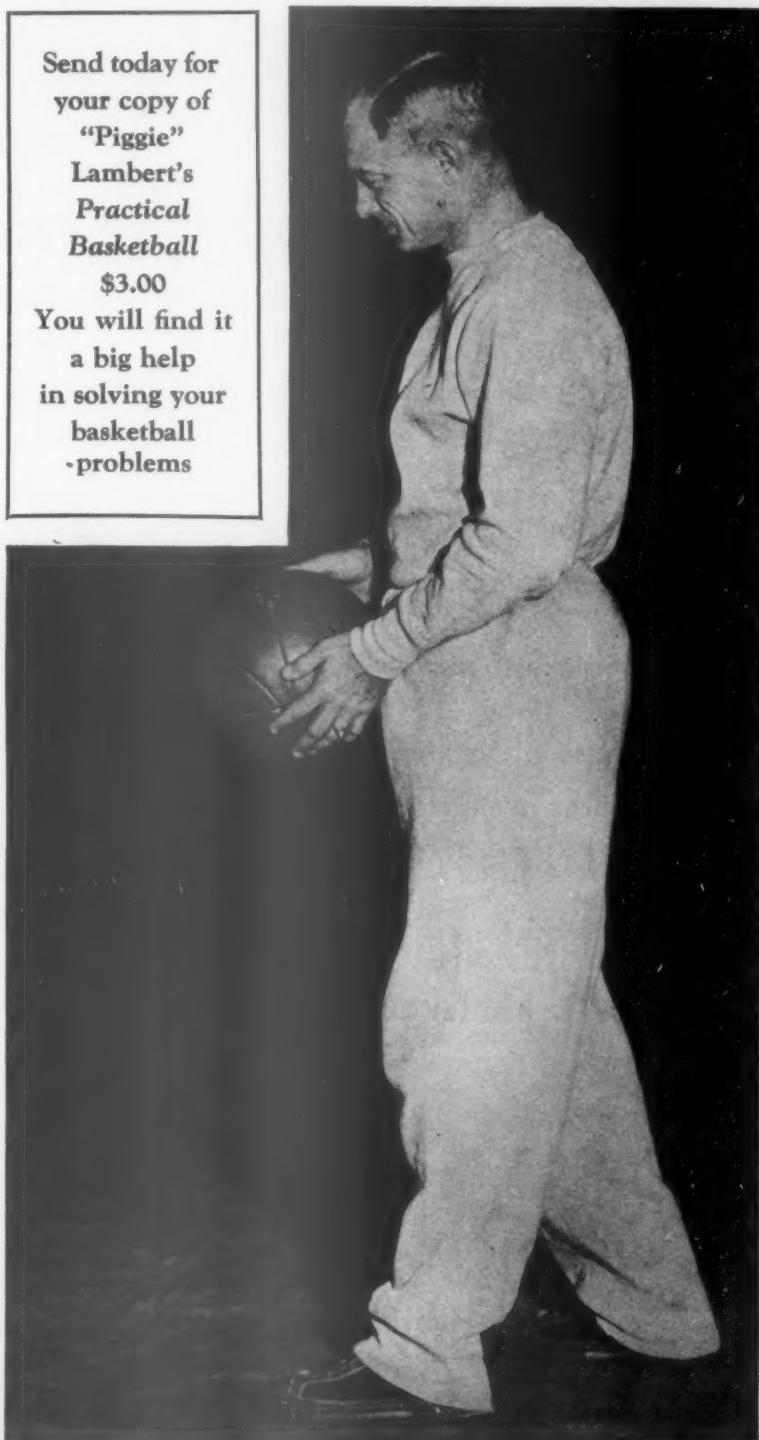
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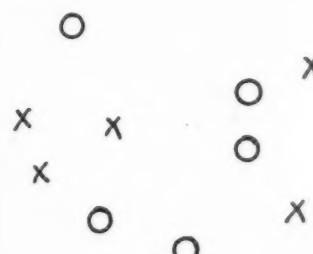
Huntingburg, Indiana

Fundamental Drills and Their Value

(Continued from page 17)

shot from each circle. The first player to make a basket from Circle 8 is declared the winner. Team competition creates interest.

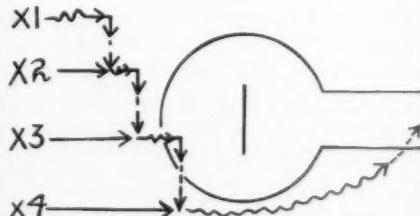
KEEP-AWAY DRILL (Diagram 10)— When one team gets possession of the ball, the other team attempts to recover the ball. Passing, feinting, dribbling and pivoting are permitted; no shooting is allowed. This is a fine early season drill. Variations: Offensive man may be allowed one dribble. The coach may time the team keeping possession of the ball the longest, penalizing the offending team 10 seconds for each personal foul. The coach may specify different types of passes to be used. He may permit shooting if a team keeps the ball over two minutes.



DIAG. 10



DIAG. 11



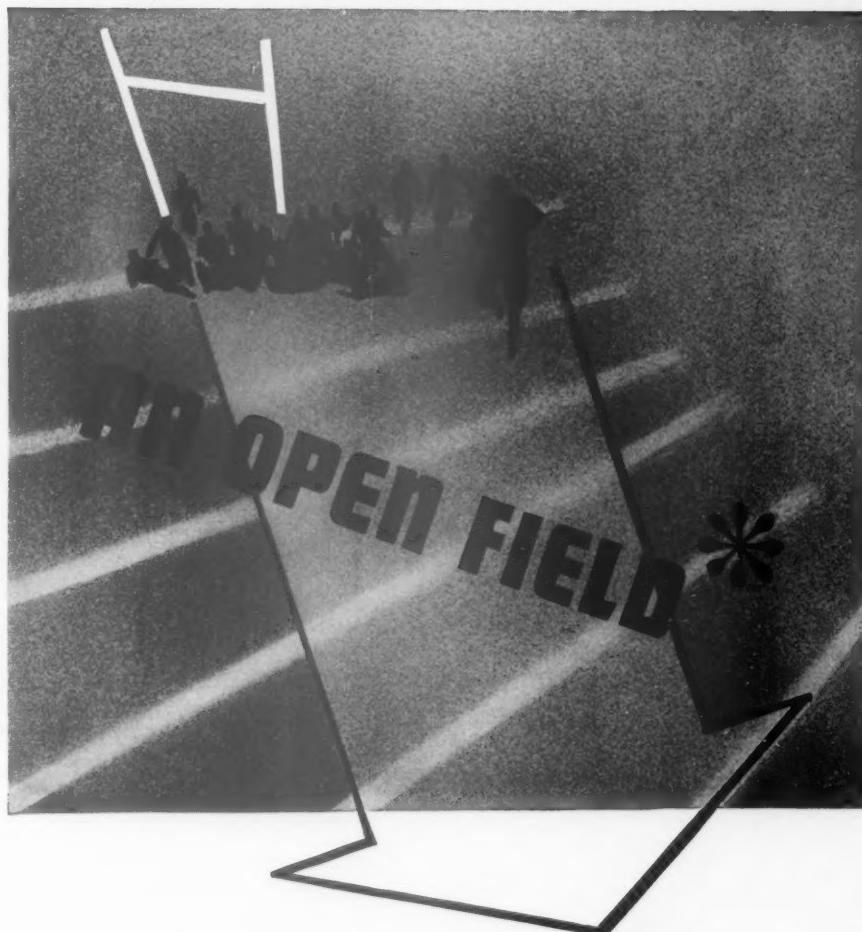
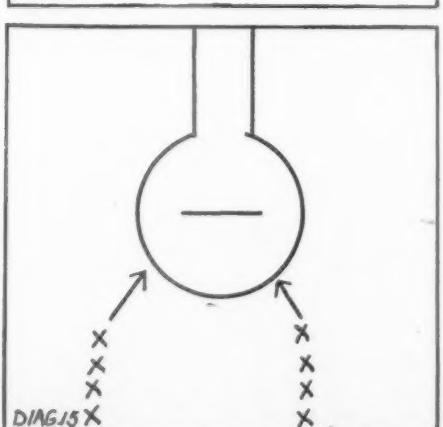
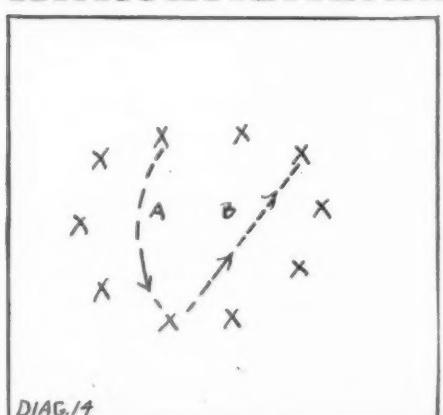
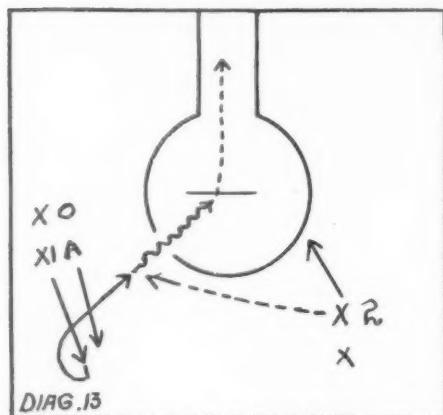
DIAG. 12

FIGURE 8 DRIBBLE PRACTICE (Diagram 11)—Players dribble around other players or chairs. They use first the left hand and then the right, and alternate left and right hands.

FOUR-MAN OFFENSIVE BREAK (Diagram 12)—Three men dribble, pivot and pass. The fourth man receives a pass, feints and dribbles in for a short shot. Others follow in for a second shot. It is important that the start be timed. X1 starts first, the other players waiting and timing their start so as to meet the pass to them while going at full speed. The players work in alternate rows.

GUARD-EVADING DRILL (Diagram 13)—X1 charges out with his opponent, A, stops, pivots and cuts back toward the basket to receive a pass from X2. X1 dribbles in and shoots. X2 follows in on the shot.

CROSS CIRCLE PASSING (Diagram 14)—Two men stand in the center of a circle of



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A narrow opening off tackle . . . the secondary shifted out of position by a reverse run—it's an open field to the goal line! *For a runner with fleet feet.* Were they sluggish feet there would be no open field: the safety man is there to be eluded, the secondary is swinging into position again, and cutting back down the field, feet are pounding and hands are reaching from behind.

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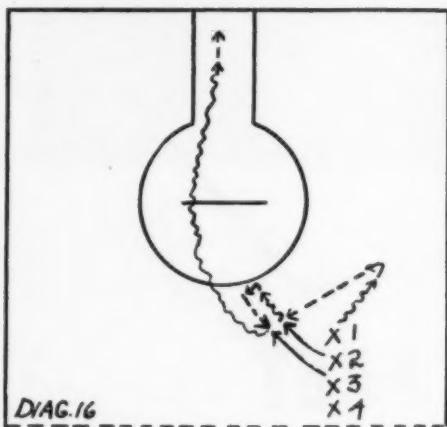
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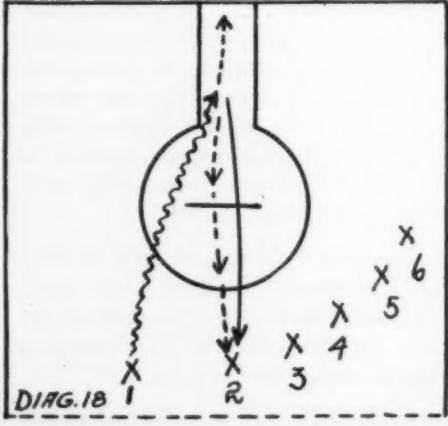
players. The center men try to knock down or intercept passes from the other men. The players in the circle use feints and try to outguess the guards in the circle.

LONG SHOOTING DRILL (Diagram 15)—The first players of two teams at a given signal shoot long shots. If cleanly hit, each basket counts three points; banked or roll rim shots count two points each. The player shooting gets the rebound and passes to the next man in line. The team with the most points after a definite time allowance wins the contest. Variation: Two points may be allowed for all long shots and one point for follow-in shots. The ball must not touch the floor; otherwise, the player loses a chance for a short shot. The team scoring twenty-one points first wins the contest.

TIMING DRILL (Diagram 16)—X1 dribbles, completes a pivot and passes to X2,



DIAG. 16



DIAG. 18

who dribbles to the free throw circle, pivots and passes to X3. X3 dribbles in for a short shot. X1 and X2 follow in, recover and pass to X4. The drill is continued by having players rotate positions.

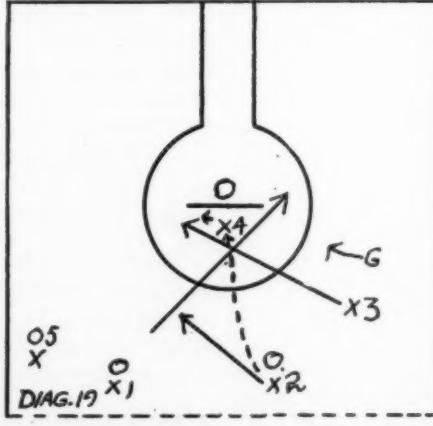
DRILL FOR GETTING MAN BACK INTO PLAY (Diagram 17)—X2 dribbles in for a shot to start the exercise. X1 follows the shot and passes back to X2 at A. X1 falls in line. X2 passes to X3 coming in, follows X3's shot and falls in line as X1 has done.

Coming!

A BASKETBALL article, "Possibilities of the Single and Double Pivot Plays," by Ward L. Lambert. . . . Other basketball articles by J. M. Barry and Everett N. Case. . . . "Basketball Theory, System and Style," by Frank Lindley. . . . "Athletic Diagnosis," by Stewart A. Ferguson. . . . "Continuity Screen Play in Basketball," by Ben Neff. . . . "Scholastic Achievement and Physical Efficiency," by Winfield S. Angus. . . . Another article on wrestling by Richard K. Cole. . . . Another article on hockey by Westcott E. S. Moulton. . . . And many other good articles!

DRIBBLE, SHOT, PIVOT AND PASS DRILL (Diagram 18)—X1 dribbles in and shoots, recovers, passes to X2 and then charges toward X2, who pivots and dribbles in for a shot. X2 recovers the ball and passes to X3, who continues the drill.

SCREENING DRILL (Diagram 19)—X2 passes to the pivot man, X4, and breaks



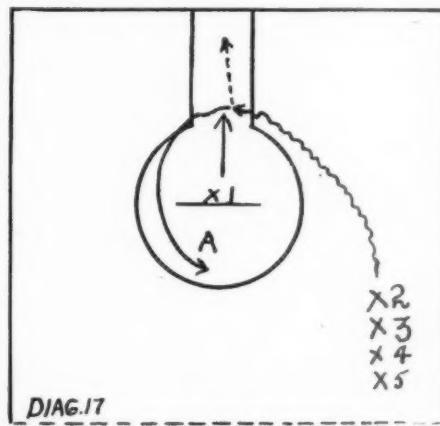
DIAG. 19

across the path of X1, who runs toward X4 and brushes off X3's guard, G. X3 receives a pass from X4 and shoots or dribbles in toward the basket.

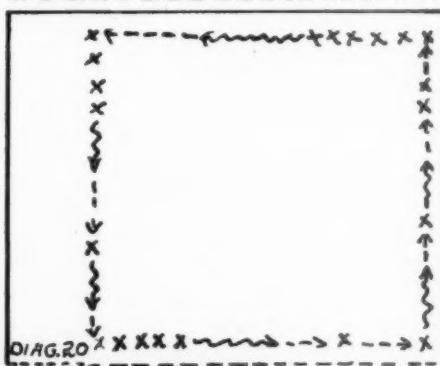
DRIBBLING DRILL (Diagram 20)—Players, stationed in corners and along the edges of the court, keep several balls in play.

PASSING DRILL (Diagram 21)—X9 moves along in front of a line of players. They practice timing passes. After making the passes indicated in the diagram, X9 goes behind the last player in line, X14 in this instance. Several balls and several players are kept moving at the same time. Player X10 continues the drill by passing to X2.

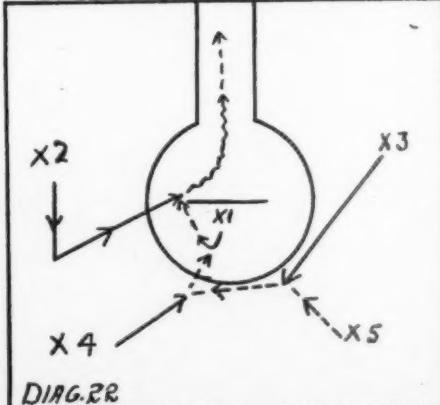
TIMING DRILL (Diagram 22)—Guard X5 passes to forward X3, who comes out of the corner to meet the pass. Forward X3 passes to guard X4, who passes to center X1. Center X1 pivots and passes to forward X2, who dribbles in and shoots. Forward X2 breaks as guard X4 gets the ball from forward X3.



DIAG. 20



DIAG. 21



DIAG. 22

Wake Up, Coach!

By Ralph E. Hensley

Department of Recreation, City of Chico, California

IN the many conferences devoted to the various phases of physical education, intense interschool athletic competition comes in for nearly all the blame for the slow progress of physical education developments. In a short fairy tale based on fact, we wish to draw a picture that is applicable in any small community. In this picture will be shown the effect of competition in a different light than that in which it is usually observed.

Some years ago, in a small seacoast town that boasted one sawmill as its major industry and whose population varied with the employment situation at the mill, a young football coach, fresh from the university, approached his first position with caution.

The Original Situation

With a brain full of axioms pertaining to education as well as innumerable plans for the development of an unstoppable offense, the new "mentor," as the local weekly termed him, confronted a problem that the university had not prepared him to meet. His squad numbered eight at the first football session. The reason? Seven years without a victory had reduced the enthusiasm and desire for football among the students to a point near zero. Making matters more serious was the unstated ultimatum of the local board of education, backed by the community at large, that the local high school athletic program produce a winning team, or else . . .

Of the eight boys who turned out for football, four had played in but one previous game, two had practiced once with last season's eleven and two had been forced to attend practice because of the past athletic careers of their fathers. Discouraged, the coach turned to his fellow faculty members and the superintendent, who joined in a drive to re-establish football as the fall vogue for burly young farmers. But with the co-ordinated efforts of coach, faculty and superintendent the squad roster totaled only fourteen boys.

Birth of an Idea

It was on a Saturday afternoon that the football instructor suddenly awakened to a solution of his problem. Like a great many other discoveries, the solution came accidentally. With the first game still two weeks away, the coach in an effort to do some extra work happened to return to the football field and there found seven youngsters ranging in ages from nine to thirteen idly throwing rocks at a can. Feeling the need for a little play, the

THE author of this article, Ralph E. Hensley, is Superintendent of Recreation and Director of Physical Education at Chico, California. He is a graduate of the University of Illinois. He believes that many high school coaches overlook the value of play among the young children of the community as a contributing factor in the development of consistently successful interscholastic teams.

coach brought out a football and started a tag football game. The game ended with both teams worn out from extended play but eager to play again, and, as the grammar school was adjacent to the high school, the youngsters asked the coach to arrange after-school games and another session the next Saturday morning.

With a few notices posted throughout the grade school and announcements in the class rooms, the following Saturday's attendance numbered close to fifty with children of all ages and sizes. Squads were made up of grade school children ranked in size, and a regular schedule of games was played between classes. Saturday mornings were designated as the time for instruction in the fundamentals of passing, kicking, running, blocking and tackling; for it was not long before each boy playing on a team wanted to play "tackle" instead of "touch." At first the youngsters were not allowed to play "tackle" but it was soon found that if they did not play "tackle" on the school grounds they played it on a vacant lot among broken bottles. After some consideration, the authorities allowed "tackle" football, and, as it was well supervised, no injuries occurred.

Interscholastic Benefits

In the meantime, the high school football situation had started to take on a different color, for more individuals were turning out. The pep and snap of a healthy high school football spirit was starting to bubble forth from the student body. The squad of fourteen jumped to twenty-four, and by the end of the season reached thirty-three, the greatest number it had achieved in many years.

The carry-over of spirit from the Saturday day and afterschool play of the grammar grades built the spirit back into the high school and the town. By the end of the season, the accidentally conceived recreation program had five grammar school football squads, representing the fifth, sixth, seventh, eighth and ninth grades, each of whose members could glibly explain the difference between the single and

double wing-back systems and what plays should have been called to win the last big game.

To make this account sound like a real fairy tale, we should be able to relate that the football squad under the young coach won every game; but we cannot do that, for it won but one; however, the town, satisfied with that win, backed the coach to the limit and made plans for celebrating the victories of the next season.

During the following season, with the ninth graders of the year before as a nucleus and a squad of forty, the young coach's team mowed down opposition and arrived at second place in the league title race. How the townspeople did strut! The third season resulted in a tie for the runner-up position in the league. Then, with the grammar school players continually streaming into the high school, a championship was gained in the fourth year. Since that time, championship caliber has been maintained year in and year out in a school one-third as large as its average rival.

The Program in Action

A group of men interested in health, physical education and coaching, reviewing various high schools throughout the state, became curious as the athletic reputation of this small community continued to grow. On a visit to the school, they requested that the coach show them the secret of his outstanding teams. He told them that the answer to his success was contained in one word—"play"—and asked them to remain over until the next day, Saturday, when he would show them the secret of his success in actual operation. They agreed to stay and this is what they saw:

A sparkling fall Saturday morning, no school in session; yet children of all ages and both sexes were running, yelling and happily playing on all sections of the big school playfields. Two teams of little boys were frantically involved in a tag football game. Other small boys were playing softball. Volley ball, croquet, tennis, outdoor basketball and handball games were in progress at different locations on the field. Little girls played in the volleyball and croquet games. Larger children acted as referees and umpires and seemed to have a good time in doing it. The large boys were carefully marking off fields for soccer and football. The feature of the morning was the football game between the high seventh and the low eighth grades. In a motley collection of discarded football helmets and jerseys thirty little boys ran briskly through their sig-



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nals. Hopping and prancing like university players, the little fellows turned loose a series of double and single reverses, with lateral and forward passes attached, that would put many high school teams to shame. The coach explained to his visitors that in the wet season the gym was used for these play activities and that the townspeople were pleased because it gave their children interesting, wholesome supervised play—and consistently winning teams.

Out of the competition explained above came a recreation program from which interscholastic winners were derived. Wake up, coach! Possibilities are great.

American Football in Japan

THE first game of American football played in Japan took place at the Meiji Shrine Stadium, Tokyo, on the American Thanksgiving Day, 1934, when a handful of Japanese college boys of Meiji, Waseda and St. Paul Universities, led by Professor Paul Rusch and George Marshall, now Athletic Director at Parma, Ohio, High School, made up a squad to play an all-foreigners squad. The game was well received, and newspapers began to take interest in football as a sport. During the spring and summer of 1935, two other universities, Keio and Hosei, joined with the three institutions already mentioned to form a five-team football league. Professor Rusch made a drive to get the five teams equipped. During October and November, 1935, a ten-game series was played. A second Thanksgiving Day game was also played.

At the time the newspapers began to give the young league support, the older and established sports, rugby and soccer, which are well entrenched in Japan, took up all available playing fields. Practically relegated to sand lots, the young enthusiasts of American football held their practices. With the aid of a few American college teachers, some of the American army and navy language officers and some business men, five of the major universities of Tokyo and one in Kobe are now playing American football.

After two years of struggle to get a foothold, working against almost unbelievable obstacles that would be hard for Americans to realize, football seems to be well on its way to become another national sport in Japan.

The young football league in Japan has received no less than 150 letters from college and club teams in various parts of the United States, asking about possibilities of playing games in Japan against native teams. It is believed in Japan that within the next two years there will be annual games between American and Japanese college teams of similar weight, playing international football.

Early Practice Work with the Basketball Squad

(Continued from page 10)

if they will keep talking to each other and calling out "Switch!" or "Change!" when a screen comes up.

When your boys have mastered the handling of the ball, it is time to teach them the dribble, for, while some teams use the dribble too much, it has a very definite part in any type of offense.

Selecting the Team Offense

When picking the team offense you are going to use, you must take into consideration the kind of players you have on your squad. If they are small and fast, you can use a fast-break offense much better than a slow passing game that calls for more rebound work. Then, again, if you are planning very much of a set offense you must consider the time you have to devote to practice, as any set offense takes a lot of drill. If your squad needs that time on fundamental practice, the fundamentals should come first.

Our offense at De Paul is built around our ball handling. We do not have any set plays but depend on the natural screens that we set up by passing. Our center plays along the free throw lane. He shifts from one side to the other and varies his position in regard to the basket, sometimes playing under it, so that he can try for a pivot shot, and sometimes eight or ten feet out from the basket, so that he can act as feeder for the guards and forwards cutting by him for shots.

Our forwards play in the corners, and the two guards play in as close as the defense will let them come with the ball. When either one of the guards breaks in, one of the forwards comes out to take his place. The pass in from the guard is to either one of the forwards or to the center. If they do not find an opening for a cut toward the basket, then the ball is passed out to one of the guards again and they may pass it back and forth between them, or they and the forwards may pass it in and out until they maneuver the defense into the position they want it. When any player passes to a team mate, except when the player is breaking for the basket, he keeps his body between the defensive man and the ball.

Practice Drills for Ice Hockey

(Continued from page 24)

lines. Practice in this art not only increases the speed of the game but also heightens the interest of the spectator because of the great number of goals scored.



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*Whispered suggestion to the Coach's Wife and the Boys on the Team: A gift subscription to *The Athletic Journal* will be much appreciated by the Old Boy.*

The most difficult part of this drill is in getting the players to pass the puck ahead to team mates on the right angle so that they do not have to wait for the puck to come to them. Each player on the team must be thoroughly familiar with the ability of his mates, or he will be unable to execute these forward passes. Teaching players to think about this and always to be on the alert to make a forward pass as well as to put themselves in position to receive one successfully is one of the surest ways of developing a high-scoring team.

The goalie should practice forward passing the puck to his team mates whenever he has the chance as this will often result in his own team getting the "jump" on the opposing forward line. In professional circles, goalies have been known to receive credit for an assist for passing the puck forward to a fellow player—a pass which resulted directly in the scoring of a goal. A good goallard should always know when to clear the puck to one side or to the rear and when to pass it forward to his team. It is only through considerable practice and experience that he can attain this ability which often is the margin between the making or the preventing of a goal.

Drills for the Center Ice

Frequently it is vitally important for the center ice player to get the puck back to his team on a face-off to prevent the other team from scoring. Consequently, it is important to practice one or two simple drills which will enable the player to gain possession of the puck in this emergency. Of course the simplest method, although not always the most effective one, is to have the center hit the puck quickly to the rear as the referee drops it on the ice.

A variation of this is to have the center lift the stick of the opposing player and hold it up just long enough for a team mate, who has been apprised of this maneuver by a pre-arranged signal, to move quickly forward and skate off in possession of the puck. Another method is to have the center describe a half circle so that he ends up against the chest of his opponent. As the circling movement is being effected, the center should lift the stick of his opponent and, with a quick movement of his own stick, flip the puck back to his wings. The success of this maneuver depends upon the quickness of the center in sliding across in front of his opponent and in lifting his stick at the same time. Considerable time and practice are required to develop this stratagem.

There are many drills in ice hockey that will improve the individual and team technique. It is not possible, however, to include all of them in any one season. The coach who takes the time to plan each practice session carefully, so that he includes the most valuable drills for the particular material he has, will undoubtedly increase the proficiency of his team.

The Five-Man Inter-changing System of Offense

(Continued from page 16)

where to look for a team mate and where to break after he has made a successful pass.

The offensive maneuvers are varied, depending upon the style of defense being attacked. Against the man-for-man style the passer should be bluffing, passing, cutting or shooting every second of play. The receiver should be cutting, or bluffing to cut, and coming out for a pass every second. In other words, the ball and the men are continually moving. Against the zone principle defenses, there is more bluffing to score and more passing, with a little less of moving the men. Greater emphasis is placed upon moving the ball. This prearranged action, sometimes spontaneous yet orderly and understood, represents the system.

A continuity of action is pleasing to the eye and hence popular from the viewpoint of the spectator. The spirit of the rules also demands action. This type of continuity leads from one possibility to score to another offensive threat. If one action does not lead to a score, the continuity of all players is such that the second, third or later choice is a scoring possibility.

As the squad practices the offensive drills the individuality of each player is brought out and new possibilities are developed which the coach should capitalize upon. The successful maneuvers of the previous year may not look well the next season. The individual should be developed and the system built around the collective assets of the individual players.

The diagrams presented here merely indicate some of the possibilities of offensive continuity which can be developed on each side of the court. They are only suggestive, as the personnel of the team would materially change the kind of attack that should be attempted. An intelligent and deceptive attack is possible only when a team has a variety of team tactics and sets about in a business-like manner to defeat the style of defense it is attacking. The University of Nebraska attack consists of four types of offensive play applied with a definite idea, depending on the strength of the man-to-man or zone principle defense which may be against it. They are called (1) the fast-break, which was discussed in the November issue of this journal; (2) the five-man interchanging of positions, discussed in this article; (3) the figure 8, or stalling game; (4) the pivot post attack.

Explanation of the Diagrams

The accompanying diagrams illustrate possibilities of the interchanging system:

Diagram 1 shows the offensive players

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in position after the defense is massed under the goal. Three men are out and two in, leaving the area under the goal open. X5 favors the side of the floor the ball is on. The players are spread on the court. No one defensive player can successfully cover two offensive men. Each offensive man is within scoring range.

The players in X1 and X2 positions, 5 to 8 feet from the end line and 3 to 5 feet from the side line, must be men rugged enough to take and give punishment handed players on follow-up and under-goal work. They must know how to handle the ball when closely guarded. They must also know when to shoot, when to feed side men or others cutting toward the goal and when and how to set a screen for a team mate to shoot over. They must be good shots from the corner, as well as good on rebound work. They must have tipping ability and be clever with their hands. They must be deceptive, cool and clever bluffers. They must be aggressive, yet not prone to unnecessary roughness. They must use good judgment and timing. They must be able to use a fast, low drag dribble and have ability to fake and change direction.

Players in positions X3 and X4, 18 to 22 feet from the end line and 4 to 7 feet from the side line, must have qualifications similar to those of the players in positions X1 and X2. They must be good ball rustlers—always on the alert. They must use judgment and timing on high rebounds. They must be good ball handlers and skillful passers. They must be dangerous medium long shots.

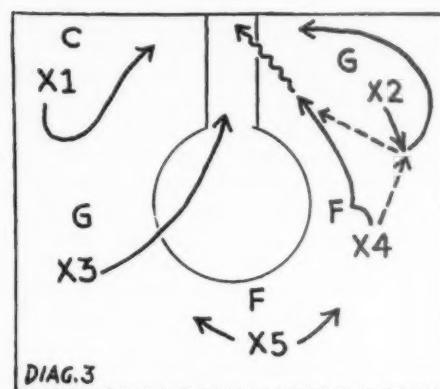
As they initiate most of the set plays, they must know how and when to set a screen for a team mate to shoot over. Theirs is the defensive responsibility to stop the fast-break. They must know how and when to emphasize possession of the ball to make the defense come out.

The player in position X5, 4 to 8 feet from the center line and favoring the side of the court the ball is on, must be an excellent passer and feeder. A natural leader, he must talk and direct the team. He should have speed in cutting and be a dangerous dribbler and a good bluffer. He must be a dangerous long shot and a good defensive man. He must be able to initiate plays, set screens and shoot over screens. He is usually the smallest and fastest man on the team, as well as the best dribbler and passer.

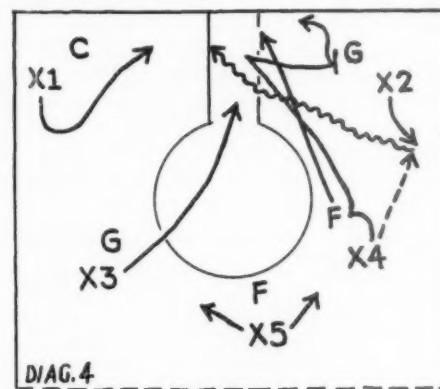
Diagram 2 shows the players changing positions in order to get into a position on the court where they may be the most effective. The defensive guards in a strictly man-to-man defense should be coaxed away from the basket and the forwards forced under the goal for rebound work. Against a zone defense, the offensive players may change positions to get speed against the slow-moving guard and height against the player of short stature. The ball may be dribbled as these changes are

being made, or it may be passed shuttle fashion, the players changing positions as they pass. The game may appear to be somewhat of a free lance system, but each player moves for a definite purpose, and the continuity is understood by all.

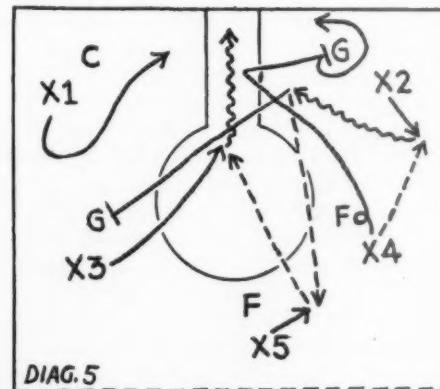
Against a man-to-man defense, the play shown in Diagram 3 is effective. This formation shows the set-up of two men in and three out as illustrated in Diagram 2. X4 has possession of the ball. He bluffs



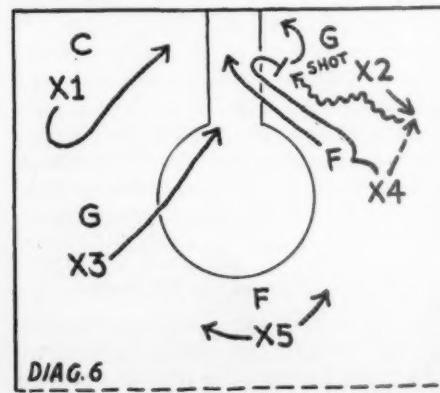
DIAG.3



DIAG.4



DIAG.5



DIAG.6

to score but passes to X2, who comes out to meet the ball and protect the pass. The passer, X4, bluffs in one direction and breaks for the basket the opposite way, getting behind his guard. X2 returns the pass to X4 for a close-in shot. X2 and X1 follow the shot. X3 and X5 have defensive responsibilities or may be passed to if the ball is recovered from the backboard.

In Diagram 4, X4 has possession of the ball. He bluffs to score but passes to X2, who comes out to meet the ball and to protect the pass. The passer, X4, bluffs and breaks by his guard, who retreats and stays between X4 and the basket. X4, sensing this, cuts directly toward X2's guard. X2 watches X4's action. At the right time he cuts by X4, effecting a natural screen and freeing himself for a dribble-in shot. X4 and X1 follow the shot. X3 and X5 are responsible for the defense or for outlet passes if the goal is missed and the ball recovered. X1, X3 and X5 are constantly bluffing, as explained above, and may at any time cut toward the goal for a pass and shot. This threat keeps the guards alert.

Another possibility against a man-to-man defense is shown in Diagram 5. X4, who has possession of the ball, bluffs to score but passes to X2. The latter comes out to meet the ball and protect the pass. X4, the passer, bluffs as in previous plays described and cuts toward the guard of X2 when he sees the defense has faded with him. X2, who attempts to use a screen and to dribble in for a shot as was illustrated in Diagram 4, now finds that the defense has shifted to stop him. He therefore passes out to X5 and cuts toward X3. X3 is watching this maneuver and at the right time cuts around X2, effecting a screen and losing his guard. X5 bluffs a shot or a pass to X4, who has moved out to take X2's place, and passes to X3, driving for the goal. X1 and X4 follow the shot, while X5 and X2 are responsible for defense and the pass out if the goal is missed and the ball is recovered.

As in Diagrams 3, 4 and 5, X4 has the ball in Diagram 6. His first actions are similar to those in the diagrams mentioned. Finding his guard retreating loosely and shifting properly with the guard of X2, X4 stops, pivots and sets a screen for X2 to shoot over. If the defense covers this screen effectively, X2 may pivot for X4 to step around and use as a double screen to shoot over. X2 may also attempt to drive around X4, as shown in previous diagrams. Then, finding the defense alert, he may set a screen for X5 to shoot over. These screens may be set from any position and are very effective. The same maneuvers may be used from the left side of the court, with X3 initiating the action.

In Diagram 7, X4 has possession of the ball and passes to X5, who steps in to meet the ball. X4 breaks by his guard

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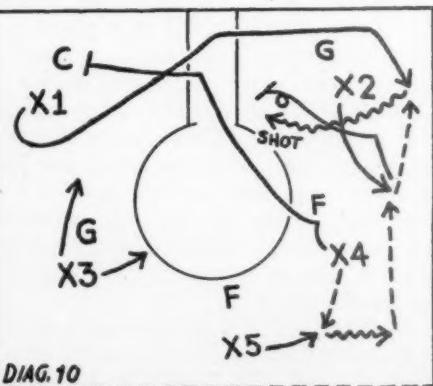
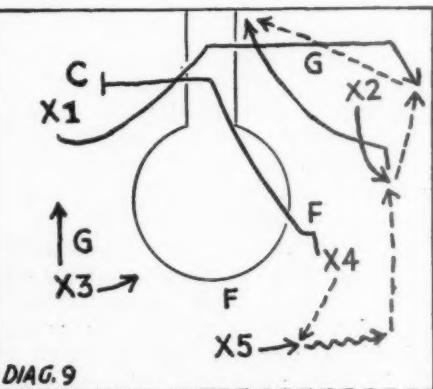
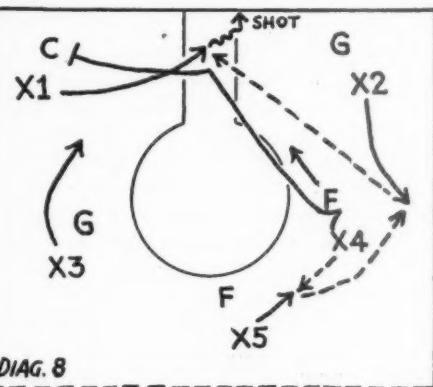
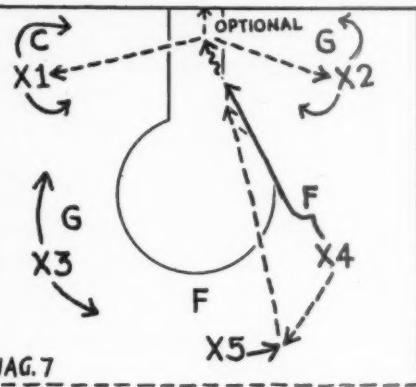
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by feinting and finessing his cut and receives a high return pass from X5, resulting in a short lay-in shot. Should the guard of X2 or X1 shift to cover X4, a pass is made to the free man for a side shot.

In Diagram 8, X4 again initiates the play as in the preceding diagram. However, X4's guard fades and stays with him. X4 then cuts to the opposite corner to effect a screen for team mate X1 to cut



around. X5 bluffs to pass to X4 but, seeing his guard retreat with him, passes to X2, who breaks into the opening created when X4 and his guard leave. X2 passes to X1, going under the goal for a shot.

Diagram 9 also illustrates a maneuver against the man-to-man defense. X4 initiates the play as before, but X2 finds the guards have shifted to cover X1 as he drives under the goal. X2 bluffs a pass to X1, but waits and then passes to X1

as he breaks to the corner and out. X2 then bluffs and drives hard toward the goal to receive a return pass from X1 and take a short shot. This action follows fast and hard, and proves very successful. It will work against the zone as well as the man-to-man defense.

Like previous diagrams, Diagram 10 shows a play against a man-to-man defense. X4 initiates the play as before. But, when X2 makes his pass to X1 in the corner and breaks for the goal, he finds that the defense has shifted and that he is covered. X2 stops, pivots and sets a screen for X1 to dribble to. X1 may shoot over X2's head or drive around him.

The action of these plays is on one side of the court and leaves two offensive men alertly watching to break by their guards for a break-in pass and short shot.

Against a zone principle defense, the ball may be passed around the side and end lines as illustrated in Diagram 11. This play is quite effective, as the ball stays on the outside of the defense until it reaches the goal. X4 passes to X5 and cuts through the heart of the zone and across the court, effecting a screen on X1's guard under the goal. X5 passes to X2, breaking away from the goal, X2 passes to X1, cutting toward the corner, and X1 passes to X3 as the latter drives through the zone.

The zone may be flattened as shown in Diagram 12. The ball is passed "around the horn" in a figure 8 and the play is initiated in a manner similar to that shown in the preceding diagram. The plan here is to flatten the zone and shoot over the heads of different defensive players. X4 passes to X5 and cuts across the court as in the play shown in Diagram 11. X5 passes to X2. X2 passes to X1 in the corner and then breaks toward the goal. X1 passes to X3 or to X5 for a set shot.

Attack through the middle against the zone principle of offense is illustrated in Diagram 13. X4 starts the ball "around the horn" by passing to X5. X4 then bluffs as if to go behind X2, but stops suddenly and breaks in front of X2 to receive a pass from X3 in the center of the court. X4 may shoot or pass to X1, X3 or X5. X3 cuts around X1 toward the goal to receive the pass. X4 may set a screen for X5 to shoot over, or reverse and dribble around X2 for a side shot. Or X4 may pass to X5 behind X2.

Diagram 14 shows X4 again attacking through the heart of the zone defense by passing to X1, who breaks in front of his guard to receive the ball. X4 drives around X2, who changes places with X4 and goes on defense. X5 drives around X3 toward the goal, and X3 cuts in front of the free throw arc to receive a pass from X1 and use him as a screen to shoot over. X1 may pass to X4 or X5 as they go under the goal. Besides passing to X3, X4 or X5, he may use a leaping one-hand shot.



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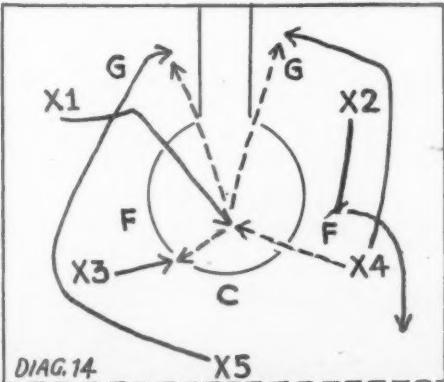
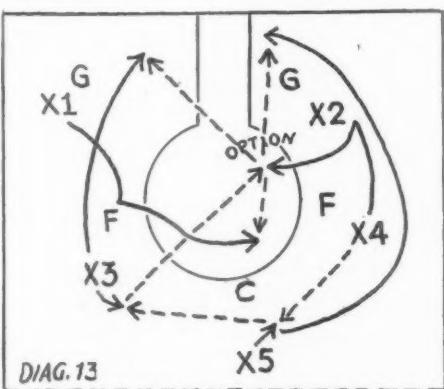
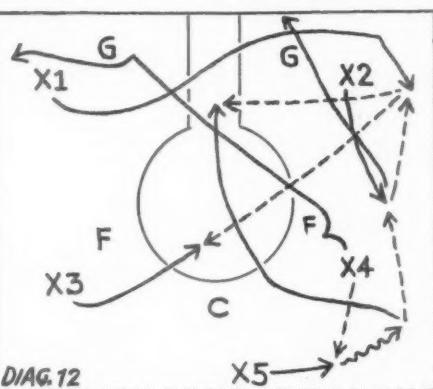
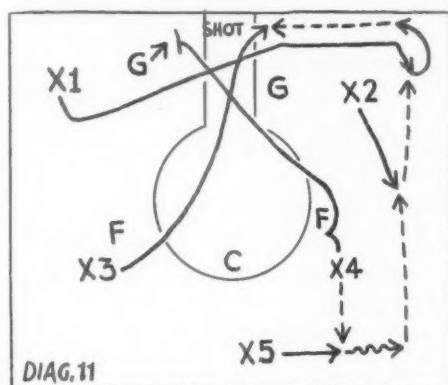
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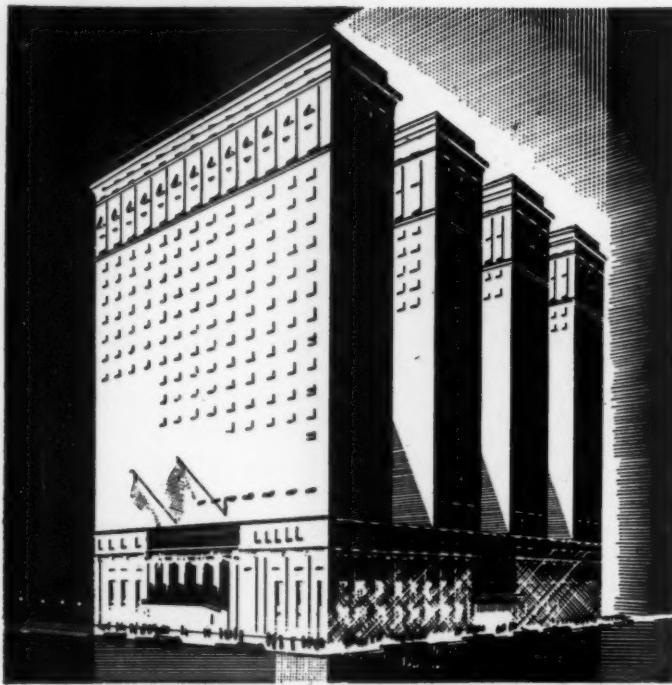
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**INDEX TO
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	Page
American Hair & Felt Co.....	37
Denver Chemical Mfg. Co.....	33
Dubow Mfg. Co., J. A.....	39
Gath Co., H. D.....	38
Giant Mfg. Co.....	38
Goldsmith Sons, Inc., The P.....	23
Great Western Athletic Goods Co.	32
Hotel Pennsylvania	40
Hotel Sherman...Inside Back Cover	
Huntington Laboratories.....Inside Front Cover	
Kangaroo Leather Association...	29
Lambert's <i>Practical Basketball</i> ...	27
Myrum, G. B.....	33
Nestor Johnson Skate Co.....	34
O'Shea Knitting Mills.....	35
Reach, Wright & Ditson, A. J....	1
Riddell, Inc., John T.....	36
Simplex Company, The.....	37
Spalding & Bros., A. G.....	21
Wilson Mfg. Co.....	28
Wilson Sporting Goods Co.....	4
Witchell-Sheill Co.....	Back Cover
Wright-DeCoster, Inc.	34

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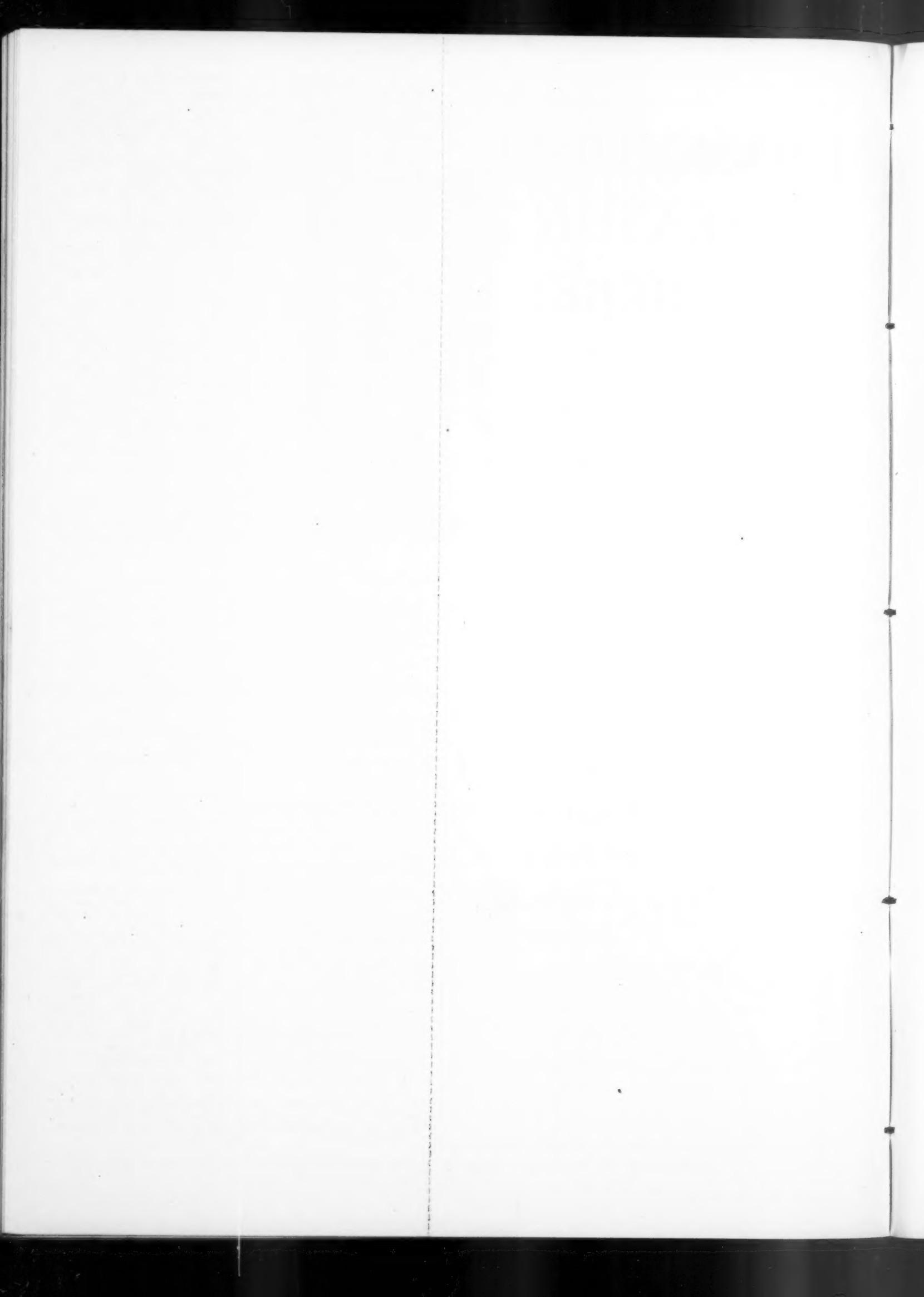
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O'Shea Knitting Mills, 2414 N. Sacramento Ave., Chicago. Please send information regarding award sweaters.

BADMINTON Is Going Strong

Pennsylvania Rubber Co., Badminton Division, Jeanette, Pa. Send me name of nearest dealer handling Pennsylvania shuttles!

The Key to a SUCCESSFUL SEASON! The James Naismith Basketball!

Rawlings Mfg. Co., St. Louis, Mo. Please send me information about your Naismith basketballs and your uniforms.

ALL-STAR CAST by Reach

A. J. Reach, Wright and Ditson, New York City. Please send me name of nearest dealer handling laceless basketball, volleyball and football.

The Leather BASKETBALL SHOE with the Goodyear Welt!

John T. Riddell, Inc., 1259-63 N. Wood St., Chicago. Please send me information about the Riddell 56 and your complete catalogue.

INSURANCE for Athletes!

Chas. Ringer Company, 7921 Exchange Ave., Chicago. Please send me complete information regarding your insurance for athletes.

Illustrated COACHING BOOKS
Sayger Sports Syndicate, Tiffin, Ohio. Please send me information about your illustrated coaching books.

To Make Basketball More Interesting—An Efficient SCOREBOARD!

The Simplex Company, Edinburg, Indiana. Please send me Bulletin No. 10 describing your remote controlled scoring machines.

New Presto 2 in 1 MARKER for TENNIS COURTS and Football Fields!

J. Hunter Smith, 6515 N. Maplewood Ave., Chicago. Please send me information about your marker.

LEATHER'S BEST FRIEND!

Snow-Proof Co., Middletown, N. Y. Please send information about your Snow-Proof for the care of athletic leather.

SPORTS EQUIPMENT of All Kinds

A. G. Spalding & Bros., 105 Nassau St., New York, N. Y. Please send me latest catalogue and name of nearest dealer.

FOOTBALL SHOES and CLEATS!

Edward C. "Dutch" Sternaman, 2656 Diversey Blvd., Chicago. Please send prices and information on Sternaman football shoes and cleats.

To keep the ATHLETIC FIELD in Condition

Toro Manufacturing Corporation, 3042 Snelling Ave., Minneapolis, Minn. Please send me catalogue showing power mowers.

The 1936 INDIANA BASKETBALL Notes

Cliff Wells, Logansport, Ind. Enclosed find check for \$1.50 for your mimeographed 1936 basketball notes.

The Wilson ELECTRIC SCOREBOARD for Basketball

Wilson Mfg. Co., Huntingburg, Indiana. Please send further details and price of your Electric Scoreboard.

The "Chuck" Taylor BASKETBALL

Wilson Sporting Goods Co., 2037 Powell Ave., Chicago. Please send me information regarding your "Chuck" Taylor basketball. Put my name on your list for new catalogue.

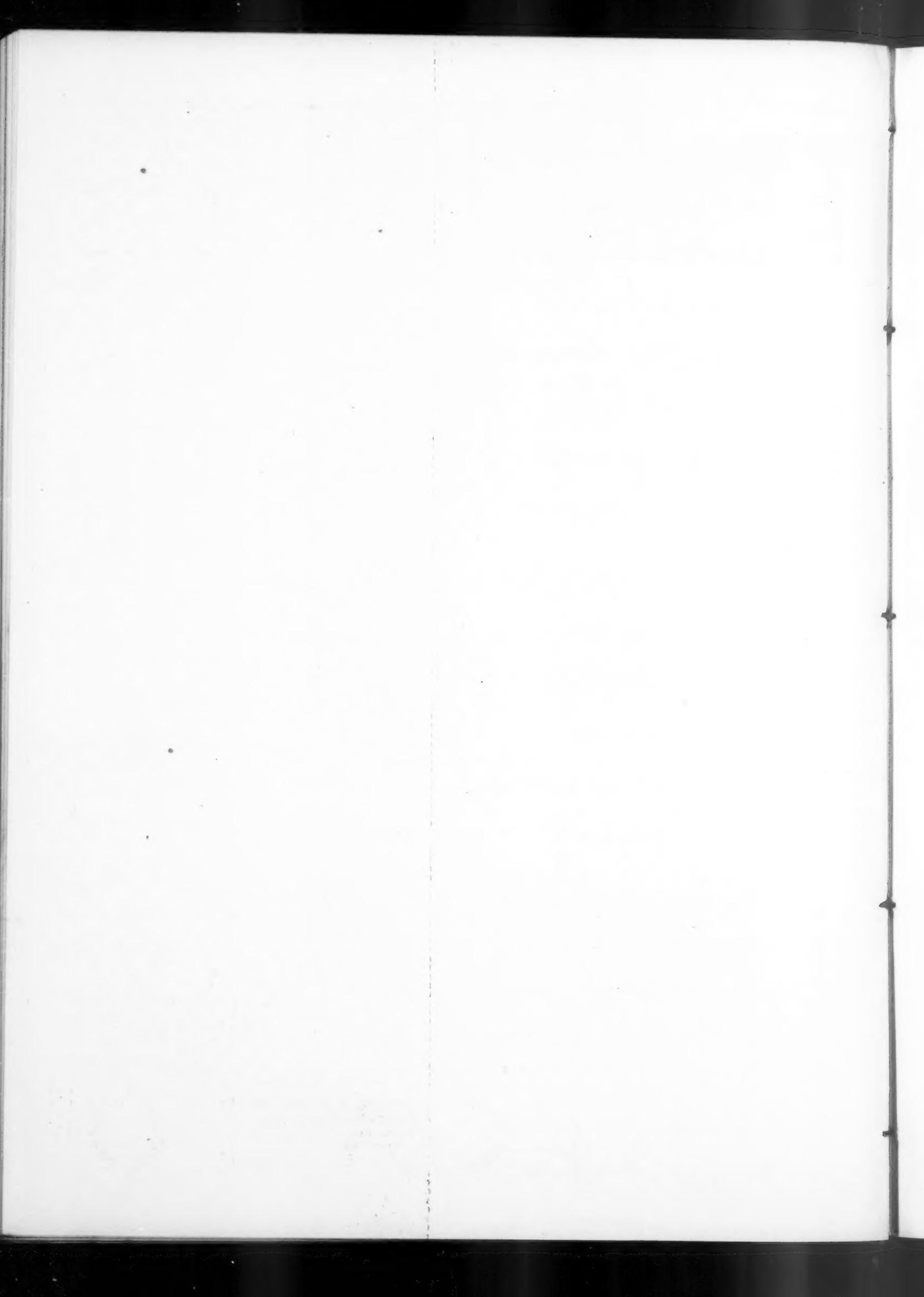
Winkler PORTABLE BLEACHERS
W. H. Winkler, 7328 Spruce Street, New Orleans, La. Please send information about your Portable Bleachers and 6 Bit "Poor Boy" seat.

SPOT-BILT ATHLETIC SHOES

Witchell-Sheill Co., 1635 Augusta Blvd. Please send me complete details on your 1936 line of Spot-Bilt Shoes.

SOUND AMPLIFICATION Systems. A necessary part of modern equipment!

Wright-De Coster, Inc., 2243 University Avenue, St. Paul, Minnesota. Please send me complete information on your sound amplification system and name of your nearest sales office.



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BASKETBALL SHOES



**No. 275
Black Flash**

Here is a basketball shoe that really helps a player keep his zip and energy throughout a hard game.

There are many reasons. Spot-Bilt shoes are lasted shoes—fit and comfort are built into them from the start. The uppers are genuine kangaroo—the best upper material for any shoe. The uppers are designed to eliminate bind, yet they give perfect support to the foot and ankle.

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Spot-Bilt basketball shoes give you more for what you spend—and they are a source of satisfaction throughout the entire season.

SPOT-BILT ATHLETIC SHOES

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